



Remote Learning and Teaching Policy

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1. Aims

The Remote Learning and Teaching Policy aims to:

- Ensure consistency in the approach to remote learning for all students.
- Provide clear expectations for members of the school community regarding delivery of high quality interactive remote learning, through use of quality online resources.
- Include delivery of the school curriculum, as well as support emotional, health and well-being of students.
- To support parents as valued partners in their children's education.

The principles and qualities underpinning effective learning and teaching are fundamentally the same, irrespective of whether learning takes place remotely or in the classroom.

2. General Statement of Policy

Access to continuous high-quality education is the right of all our students and the provision of remote education is a key aspect of our school improvement strategy. The purpose of this policy is to provide a framework for remote learning and teaching during a school closure or a period of remote learning. It also covers the ongoing education of students who cannot be in school but are able to continue with their education when the school remains fully open. This policy has been drawn up to protect all parties: students, parents and staff, and applies to all teachers, teaching assistants and administration staff.

3. Definition of Remote Learning

Remote learning (or online learning) gives learners who are not in a physical location for in-person education, access to online learning materials. Remote learning provides an opportunity for students and teachers to remain connected and engaged with curriculum content while working from their homes.

Opportunities for remote learning are typically linked to emergency situations, such as Covid-19, which pose a threat to student and teacher safety. It is important to note that in remote learning environments the learner and teacher are not accustomed to having distance during instruction and this may pose a challenge to both learner and teacher.

Remote learning is not a substitute for face-to-face in-school learning. Remote learning requires significant adjustments for students and parents, and for teaching staff as well.

4. Resources to deliver Remote Learning and Teaching

The primary platform the school will use is Google Classroom. All classes in all subjects will have a dedicated Google Classroom. Google Classrooms may include links to resources such as BBC Bitesize, Accelerated Reader, Corbett Maths, and others. Any resources that are recommended will be quality assured by the school to check that they complement the school's schemes of work and enable progressively sequenced learning. Curriculum maps for each year group are available on the College website for students and parents to make reference to.

All Teaching staff have iPads and Teaching and Learning Assistants have been provided with an electronic device to support their individual students. Students in Years 11 to 14 have also been provided with iPads.

The College can supply a laptop/iPad to a child under the Department of Education scheme to fund laptops for children who are entitled to Free School Meals. Specific criteria will have to be met, although the College will endeavour to supply a device as best we can. Heads of Department and Year Heads will monitor and inform the Core Leadership Team where access to the internet or a device is contributing to loss of learning.

5. Home School Partnership

Strangford College is committed to working in close partnership with parents and carers.

It should be understood that remote learning is not a substitute for face-to-face in-school learning. Remote learning requires significant adjustments for students and parents, and for teaching staff as well. Teachers will have to take into consideration the individual context of students, e.g. parental working hours, access to IT, WiFi connection, etc. Likewise, parents should be mindful of teachers' personal responsibilities and individual context when working from home. A flexible approach is required by all concerned.

Some students may handle the challenge of learning from home well, but others may find it difficult to manage their time, motivation and engagement. Parents should have open discussions about their son/daughter's emotions and wellbeing, particularly in light of information they may be getting via social media or friends. Parents should be sensitive to the health, wellbeing and emotional needs of their child and contact staff at the College if needed.

- A parents' guide on how to use Google Classroom is available on the school website. A hard copy will be given to those parents who request one.
- Form tutors have/will invite parents as guardians to the Form Class Google Classroom which will in turn give them access to all of their child's classrooms. Form Teachers will review this regularly and re-send invites along with a text message to ask parents to accept the invitation.
- We encourage parents and carers to support their children's learning, including finding an appropriate place for their son/daughter to work at home.
- Staff will ensure that work is set appropriately.
- Should accessing Google Classroom be an issue, parents are asked to contact the school promptly.
- The staff are aware of the importance of teacher voice and maintaining this connection with the students. To this end, teachers will use short pre-recorded audio/ video lessons with their classes. * There is no expectation of teachers to carry out live sessions. This is for Child Protection reasons and for the protection of teaching staff. We acknowledge that both staff and students are working from their own homes and their privacy should be respected. Any videos produced by staff are for use with Strangford College students only and must not be shared outside the Strangford College community.
- A benefit of pre-recorded lessons is that they can be viewed at any time and can be revisited as often as is needed by students.

**"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."

(Rapid Evidence Assessment: Distance Learning, Education Endowment Foundation, 2020)

6. Roles and Responsibilities

Core Leadership Team

- CLT will have regular online meetings to discuss school priorities and to monitor remote learning.
- CLT will deliver school assemblies from the school assembly rota.
- The Principal will deliver an online staff briefing every Monday and Wednesday morning.

Teachers

Teachers will supply and assess work for all students in their classes. Even when face-to-face teaching is taking place in school Google Classrooms will be populated with resources for the lessons for students who may be required to self-isolate for a period of time. Teachers will endeavour to upload work for self-isolating students by the end of the school day.

We are mindful of the challenges of remote learning and that some subjects and activities do not lend themselves well to remote learning.

- Work will be set on Google Classroom for all year groups who are working online at home.
- Teachers will not be able to replicate the school timetable exactly so will not always be online at the exact time that their child's lesson would take place in school.
- Staff will upload student work for the day ahead by 9.30am each morning.
- There will be a combination of teacher-led and independent learning and on-line and off-line learning. This balance of activities will ensure that students do not spend too much time on screen.
- Teachers will provide new learning as well as reinforcement and consolidation of prior learning.
- Teachers will set tasks in accordance with existing schemes of work.
- The nature of tasks set will allow students to learn independently, without the specific support of an adult at home.
- Where appropriate, staff will use short pre-recorded audio/ video lessons with their classes.
- There is no expectation of teachers to carry out live sessions. Live/synchronised learning is not permitted for Child Protection reasons - and for the protection of teaching staff. We acknowledge that both staff and students are working from their own homes and their privacy should be respected. This remains under review. Any videos produced by staff are for use with Strangford College students only and must not be shared outside the Strangford College community.
- Year 8-10 students should expect to receive feedback once per fortnight (at least).
- Year 11 -14 students should expect to receive feedback once per week (at least).
- Feedback will be given in a number of ways, e.g. individual, whole class, written, audio/video, marks, grades, quizzes, focused and guided self-assessment, etc. All feedback given will be positive and constructive in nature.
- Staff will aim to respond to queries from students within 24 hours after receipt of the query. For part time teaching staff this may take longer.

- Staff will complete the engagement documents from HOYs to monitor the levels of student commitment.
- Staff are not expected to respond to email or Google Classroom outside school hours.

The extent to which different methods of instruction are employed will be determined by the period of time of remote learning, face-to-face teaching commitments in school and the ability of both students and staff to participate in remote learning, e.g. access to IT, illness, etc.

Teaching and Learning Assistants

- Support students with remote learning.
- Ensure they are added into each of their child's Google Classrooms as a student and guardian.
- Be available to their student and teaching staff during school hours.
- Support the teacher with marking and feedback (as directed by the teacher).
- Support the teacher with online lessons (as directed by the teacher) and adapt tasks as appropriate.
- Provide pastoral support for their individual student/s and be in regular contact with parents.
- Contact individual students if not engaging with learning or to check on their welfare (as directed by the SENCo) and bring concerns to relevant members of staff.

Teaching and Learning Assistants will be added into Google Classrooms as students and guardians so that they are aware of the work being set and expectations for their own individual students.

Heads of Department

- Fulfil expectations of a normal classroom teacher.
- Ensure regular meetings are held with their department.
- Regularly check department Google Classrooms and the work being set.
- Regularly check in with their department to ensure that teachers are consistent in their approaches and pick up on any potential concerns early on.
- Provide support to colleagues in their department to ensure that work is provided as required.
- Will provide cover work in the case of a teacher's absence due to illness, etc.
- Will identify training needs and source these, if needed.

Year Heads

Alongside any teaching responsibilities, Year Heads are responsible for:

- Monitoring of pupil attendance and engagement in lessons and to offer support and discuss any concerns.
- Ensuring regular meetings are held with their teams.
- Contacting parents if there are any issues or concerns raised by staff.

Students

Students need to understand that remote learning is a new experience for teachers as well as students so there is a need to be mindful of this and interact patiently and respectfully.

- Students should try to maintain some structure to their day. Check emails and Google Classroom to see any new posts in the stream or any new assignments for each subject.
- Engage purposefully with the tasks and activities provided and take responsibility for your own learning.
- Students should complete the work that has been set to the best of their ability and meet deadlines for completion of work.
- Students should use C2K email and Google Classroom to communicate with their teachers and ask questions if they do not understand a task or require help.

When working online:

- Students should not share Google Classroom codes with anyone outside of their class.
- If using a school iPad, students should be familiar with and adhere strictly to the Acceptable Use Policy and be responsible for their behaviour and actions when online. (See Appendix 1).
- If a student comes across offensive material, they should report it immediately to a teacher or parent.
- Students must not record or take photos of classmates or teachers nor share lessons publicly.
- Students should understand that these rules are designed to help keep them safe online and that if they are not followed, school sanctions will be applied and parents contacted.

Parents

Providing timely and helpful feedback is a cornerstone of good teaching and learning, and whilst this may be more challenging with remote learning, teachers will endeavour to provide regular feedback. Under normal circumstances, not all pieces of work are formally assessed by teachers and this will continue to be the case with remote learning. Parents should also note that some tasks will be self-assessed by students.

- Will be added as a guardian to Google Classroom. In order to be a guardian parents need to accept the invitation sent to them by their son/daughter's teacher.
- Ensure their child is able to log onto Google Classroom and completes the work set. The nature of tasks set should allow students to learn independently, without the specific support of an adult at home.
- Should encourage and support their children's work as much as possible - including:
 - finding an appropriate place for their son/daughter to work
 - checking that set work is completed to the best of their ability and submitted on time
 - reinforcing that working at home is just a continuation of learning that is taking place in a different setting.
- Should note that teachers will not be able to replicate the school timetable exactly so will not always be online at the exact time that their child's lesson takes place.
- Contact the subject teacher/Form Teacher within school hours if there are any concerns.
- Contact the school if their child cannot complete work, e.g. due to parental working hours, access to IT, WiFi connection, etc.
- Check the school social media and website regularly.

- Have a Parent Pay account, which is the main form of communication with parents as a paperless College.
- SIMS Parent App - Ensure their contact details are up to date and that they regularly refresh the app to receive College reports and other information.
- All parent/carer communications should come through the school admin account info@strangfordcollege.carrowdore.ni.sch.uk or school office number 028 9186 1199.

7. Remote Learning Safety Protocols for Staff

- Remote learning is an extension of the classroom and is covered by the school Acceptable Use Policy. All principles outlined by the Acceptable Use Policy will apply to all online learning and teaching activity.
- Staff should be aware that in the interaction with young people all conventional professional teaching norms and standards apply to online learning with students.
- Staff should not use personal mobile phones to contact a student. All staff will be issued with a school mobile phone to be used during periods of remote learning.
- Staff should only use their school C2k email accounts when contacting a student.
- Staff should not use social media to communicate with students. General information for students will be posted on the college social media platforms such as the college website, Facebook and Twitter and school work-related communication with students can be done through Google Classroom.
- Use of videos:
 - Pre-recorded audio/video of lessons such as demonstrations can be made for teaching purposes and uploaded to Google Classroom, e.g. lessons created with audio only using an app such as Explain Everything
 - Videos made by teachers to showcase student work or fun activities undertaken by students or staff can be posted on the college social media platforms such as the college website and Facebook. These should be forwarded to Mrs L McBride and Mrs J. Beattie for approval and uploading.
- Should staff have any concerns about what they see or hear online, this should be brought to the attention of the Designated Teacher for Child Protection, or a member of the Child Protection Team, in line with the school's Child Protection and Safeguarding Policy.

8. Protocols for Live Streamed Lessons

These protocols aim to ensure that live lessons with pupils at home are safe, secure and continue to model the high standards set by our school.

This is guidance for running live lessons over one of the following three C2K video-conferencing platforms: Microsoft Teams, Collaborate Ultra and Google Meet and how to do this safely to best engage the pupils.

Principles of live lessons:

- To motivate and engage students in their learning.
- To keep a connection between teachers and students, and students and students.
- To cover new content and to progress the learning.
- To enable interaction between teacher and student when there are questions to be asked on new and previous content.
- To allow teachers to provide feedback to students on completed tasks and assignments.

- To allow flexibility lessons will be recorded and put into Google Classroom so students are able to revisit material covered. Recording of lessons is also for safeguarding purposes.

Protocols for using live lessons – Teachers

It is up to the discretion of the individual teacher to choose to deliver live lessons.

Teachers will:

- Only use C2K video conferencing platforms - MS Teams, Collaborate Ultra and Google Meet.
- Deliver live streamed lessons during the time slots allocated to their subject.
 - Year 11 and 12 – the time slots are indicated on the remote learning timetable.
 - Year 13 and 14 – the time slots will be at subject times on their normal timetable.
 - Live streamed lessons will be kept to a reasonable length of time. The ideal time for a session is around 20 to 30 mins. The live lessons will always fall within normal school hours.
- Treat a live virtual lesson just as if they were in school.
- Record lessons for safeguarding purposes and to post on Google Classroom for students to access later.
- Inform the students that lessons are being recorded from the outset.
- Use formal, instructional language.
 - All language used must be appropriate, including any family members and adults in the background of any household.
- Use professional attire when their camera is on.
- Be mindful of what is behind them.
 - Think about having a solid wall behind - not a mirror - or alternatively turn on a virtual background.
- Make sure they are in a well-lit room - not a bedroom.
- Switch off their mobile phone or put it on silent.
- Not post pictures of their virtual class on social media or elsewhere online.
- Disable the cameras and microphones of the students as they admit them to the virtual classroom. Only microphones will be enabled for students during a lesson but not cameras.
- Discuss online etiquette and expectations of the pupils in their first virtual lesson and will periodically revisit online etiquette.
- Take time to promote questions, comments, and reactions from the class in the chat function or through audio, if they so wish.
 - Teachers will maintain control of the mute function and students should use the hands up function if they wish to share something aloud. Teachers will show them how muting and unmuting works and support them with asking questions or sharing comments.
- Manage the annotation function in screen sharing controls.
- Make sure that only tabs to be used during the lesson will be open on their device. All other tabs should be shut down.
- Share the link to lessons with students in advance.
- Give students a few minutes to file in at the start of lessons. Access to the lesson will close 5 minutes after the start of the lesson. Students logging in late will be locked out after this.

- Always exit the live lesson for all at the end.

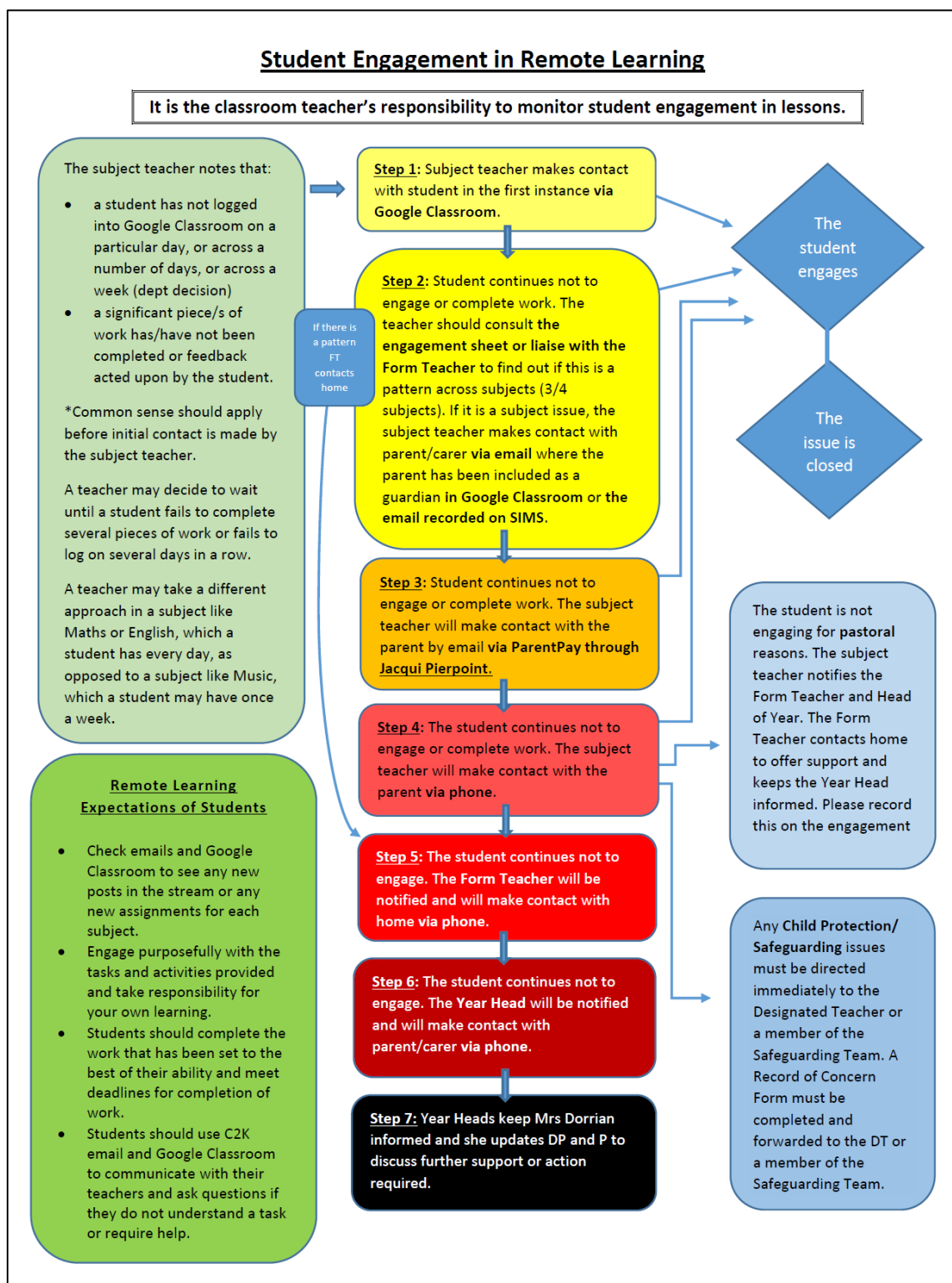
Protocols for using live lessons – Students and Parents:

- Students should adhere to the school's Behaviour for Learning Policy (Code of Conduct) – proper attire, language, etc.
- Students should not have mobile phones in their room during live lessons.
- Teachers will discuss online etiquette and expectations of the pupils in their first live lesson and periodically revisit this topic.
- Teachers will have control over all the screen sharing facilities.
- Cameras and microphones will be disabled by the teacher at the start of all live lessons. Only microphones will be enabled for students during a lesson but never cameras.
- All lessons will be recorded by the teacher and posted in Google Classroom.
- The teacher will share the link to live lessons with students in advance. Teachers will give students a few minutes to file in at the start. Please aim to be prompt. Access to the lesson will close 5 minutes after the start of the lesson. Students logging in late will be locked out after this.
- Teachers will have control of the screen sharing facility and chat function.
- All digital devices must be used in appropriate areas of the house, for example, not in bedrooms.
- All language used must be appropriate, including any family members and adults in the background of any household.
- To recreate a suitable learning environment for your child, make sure they can sit at a table for the lesson and have access to a drink, pencil, pen, ruler, workbooks, textbooks, past papers, etc.
- When your child is learning online, please reduce distractions i.e. television, telephone calls, pets, etc. in the background.
- If a parent has questions, use the appropriate chat channel in Google Classroom after the lesson. You can send a message to the class teacher in this channel and they will respond to your query or call you within 24hrs.
- Please engage in conversations with your child after the lesson and discuss the learning tasks and assignments. This will help your children to strengthen their understanding of the learning content.
- Please be aware that the lesson could be for a class of 30 children, not just for your child. This is an open forum; any distractions will disturb not only your child but 29 others.
- The teacher will always exit the live lesson for all at the end.
- Teachers will respond to your child's work once your child returns it, but be mindful that teachers will not be able to reply instantly due to the structure of their day/week.
- Remember to consider and balance your child's emotional wellbeing too by providing ample room and time for reflection, physical activity, conversation, and play.
- All lessons are the property of Strangford College and must not be shared or the most serious sanctions will be applied.

9. Student Engagement in Remote Learning

It is the classroom teacher's responsibility to monitor student's engagement in lessons and completion of work whether that be in face-to-face context in school or through the medium of remote learning from home.

The process whereby this monitoring should take place is explained in the diagram below.



- A note should be recorded by all teachers at each step of the process.
- All staff have been issued with a school mobile phone to be used during periods of remote learning.

10. Pastoral Care

In the event of remote learning, the primary responsibility for the pastoral care of a student rests with their parents /carers. However, Form Teachers and Heads of Year will check-in regularly with their students to monitor both academic progress and their general wellbeing. Form tutors will be expected to pass on feedback to Heads of Year, particularly if there are concerns or a lack of communication.

11. Child Protection

In the event of remote learning, students, parents and staff are reminded that the school's Child Protection and Safeguarding Policy still applies to all interactions between students and staff. In that policy, there are specifically prohibited behaviours and reporting obligations to which staff must adhere, whether they are at home, in the community or at school.

Any questions or concerns about safeguarding should continue to be raised with the Designated Safeguarding Team.

Role	Name	Contact
Designated Teacher	Mrs Gillian Gibson	028 9186 1199
Deputy Designated Teacher	Dr Aidan Lennon	
CP Team	Mrs Nadine Dorian Mrs Natasha McBurney Mr Aaron Coffey	

12. Data Protection

- Staff members will be responsible for adhering to GDPR when teaching remotely and will ensure the confidentiality and integrity of their work at all times.
- Sensitive data will only be transferred between devices if it is necessary to do so for the purpose of remote learning and teaching.
- All contact details will be stored in line with the Data Protection Policy.
- Paper copies of contact details will not be taken away from the school premises.
- Students are not allowed to let their family members or friends use College-owned equipment. It is provided solely for the purpose of the student's learning.
- Any breach of confidentiality will be dealt with in accordance with the school's Behaviour Policy or Disciplinary Policy.

13. Monitoring Arrangements: This policy will be reviewed as required through each period of remote learning.

14. Appendix 1

School Owned iPad Acceptable Use Policy

INTRODUCTION

Strangford Integrated College is committed to using innovative educational technology to enhance communication, teaching and learning within our College community. We embrace the opportunities that iPad technology has presented and permit the use of an authorised Apple iPad by students and staff in a manner consistent with the established teaching and learning objectives of the College. We also recognise and encourage the use of the iPad at home to promote learning.

This policy applies to all student users of iPad hardware and software technology in Strangford Integrated College. It applies to all iPads used by our students, wherever they are physically located - within the College or used at home or in a Partner school. It is intended to compliment the College's wider Policy on the Acceptable Use of Computers and the Internet and its E- Safety Policy. Due to the nature of information and communications technology, the policy will undergo yearly review and as such the College reserves the right to amend any sections or wording at any time.

The following details define the proper use of the device in College and out of College hours.

iPAD OWNERSHIP

The College retains ownership of all iPad devices, cases, accessories and apps. iPads are provided to students on a single year loan basis and at all times remain the sole property of the College. The College will provide all components required to ensure the iPad operates effectively in the classroom and through our Wi-Fi access. The College maintains the right to selectively filter internet content and manage the use and connection of iPad to the College network in line with its E-Safety Policy.

The College insures iPads against accidental damage and theft. It is the College's final decision if it deems any damage to be accidental or through misuse. For accidental damage, a replacement device will be provided and a repair procured. In the event of misuse of the iPad, privileges may be revoked and a monetary contribution from the student sought for its repair. If a device is lost a monetary contribution of £250 is compulsory for its replacement.

All iPads will be managed through the College's centralised management system. This remote system allows us to manage iPads if lost or stolen by locking them and erasing content. We will also be able to monitor the use of the iPads i.e. apps installed, internet filtering. Through this managed system, the College has the ability to delete apps or turn off functions i.e. camera or internet. The College reserves the right to use any of the above in the management of their iPads.

TAKING CARE OF iPADS

Students are responsible for the general care of their iPad. iPads that are broken or fail to work properly should immediately be reported to the student's form tutor.

iPads must never be left unattended or in any unsupervised area.

CARRYING IPADS

The College supplied protective case must be used with the iPad at all times.

Avoid placing too much pressure and/or weight (such as folders and workbooks) on the iPad screen. The iPad screens can be damaged if subjected to rough treatment. The screens are particularly sensitive to damage from excessive pressure.

USING YOUR IPAD AT COLLEGE

iPads are intended for use at College each day. In addition to teacher expectations for iPad use, College messages, announcements, planners, calendars and schedules may be accessed using the iPad. Therefore, students are responsible for bringing their iPad, fully charged, to all classes each day.

Students who fail to bring the iPad to College or do not maintain a fully charged battery will be issued with an equipment behaviour point. This is supported by our Classroom Behaviour Management Plan.

If students leave their iPad at home, they are responsible for getting any assignments or coursework completed as if they had their iPad present. Spare iPads will not be available to students who forget to bring their iPad to College or who fail to charge their iPad.

At all times, the class teacher's decision is final regarding use, or non-use of any iPad, collectively or individually.

CHARGING THE IPAD BATTERY

iPads must be brought to College each day in a **fully charged** condition. Students need to charge their iPads each evening. This may take up to 3 hours to fully charge the iPad.

The College will not replace iPad chargers and cables broken due to incorrect storage/misuse. All chargers and cables must be replaced with an authentic Apple charger or cable. Students will be responsible for the purchase of a replacement charger and cables. Chargers and cables will be available to purchase through the College.

PASSWORDS AND APPLE IDS

Each iPad requires its own AppleID, specific to its owner. This is set up at the start of the College year under criteria supplied by Apple. Parents/Carers should note that this **does** not require credit card or any other form of funding. Apple ID password reset should be handled by the school itself. Pupils should speak to an appointed member of staff if they require a password reset.

Pupils should not use any other Apple ID other than the one provided to them at the beginning of the school year. **Parents or family member Apple ID must not be used.**

PHOTOGRAPHS AND IMAGES (still or moving)

Photographs/Images stored on the iPad must comply with the College's E-Safety Policy and the Internet Use Policy. In the interest of student and staff care the College reserves the right to randomly check any iPad for unsuitable content.

No images or video material taken in College may be uploaded from any device to social networking sites.

Recording (video or photo) of classroom teachers and other students is prohibited unless specifically permitted by the class teacher. Any breach of this will result in serious disciplinary sanctions.

SOUND, MUSIC, GAMES OR APPS

Sound must be muted at all times unless permission is obtained from the teacher for instructional purposes.

Gaming on iPads whilst in College is strictly prohibited at all times. Furthermore, students are prohibited from accessing social media on their iPad at any time during the school day.

HOME USE

Students are allowed to use their iPads at home and set up wireless networks on their iPads to assist them with homeworks, coursework, etc. It is the responsibility of the Parent/Carer to monitor and oversee iPad use within the home setting.

MANAGING FILES AND SAVING WORK

It is the student's responsibility to ensure that work is not lost due to mechanical failure or accidental deletion. iPad malfunctions are not an acceptable excuse for the failure to submit work. Therefore, students should back up all work using facilities such as iCloud or Google Drive.

SOFTWARE AND APPS

The College will synchronise the iPads to contain the necessary Programs and Apps for College work. The Software/Apps originally installed by the College must remain on the iPad in a usable condition and be easily

accessible at all times. From time to time the College may add or modify software applications for use in a particular course. This will occur remotely and it is the user's responsibility to permit the installation of these apps and ensure all apps are installed as needed.

Periodic checks of iPads will be made to ensure that students have not removed required Apps or management profiles.

The College's remote management system (Lightspeed) monitors all app distribution. Students will not be able to access and download apps onto the iPad.

INSPECTION

Students may be selected at random to provide their iPad for inspection so they comply with the iPad Policy/ E-Safety Policy/ Internet Access and Use Policy.

PROCEDURE FOR RELOADING SOFTWARE

If technical difficulties occur the iPad will be restored from backup. The College does not accept responsibility for the loss of any software or documents deleted due to a re-format and re-image.

SOFTWARE UPDATES

Upgrade versions of licensed Apps are available from time to time. Our management system will automatically update iPad apps and operating systems.

RESPONSIBILITIES

• PARENT/CARER RESPONSIBILITIES

Parents/ Carers are expected to talk to their children about the values and standards that they should follow on the use of the Internet just as they do on the use of all media information sources such as television, telephones, movies, radio, eBooks, etc.

• STUDENTS' RESPONSIBILITIES ARE TO:

- Use Apple iPads in a responsible and ethical manner.
- Obey general College rules concerning behaviour and communication that apply to iPad and computer use.
- Use all computer resources in an appropriate manner so as to not damage College equipment.
- Report any email containing inappropriate or abusive language or if the subject matter is questionable.

STUDENT ACTIVITIES SPECIFICALLY PROHIBITED

In addition to the guidance outlined in the College's wider Policies on Acceptable Use of the Internet and E-Safety students are **not** permitted to:

- Illegally install or transmit copyrighted materials.
- Change iPad settings (exceptions include personal settings such as font size, brightness, etc).
- 'Jailbreak' their iPad.
- Access without permission or use another student's iPad.
- Leave their device on the College premises overnight.
- Attempt to modify, upgrade or repair iPads issued under this policy.
- Damage devices, computer systems or computer networks.
- Send or display offensive messages or material.
- Use obscene language or content.
- Use other students' Apple IDs or passwords.
- Trespass in others' folders, works or files.
- Download illegal content or material which is suspicious.
- Upload any photo or video content taken in College to any social networking sites.

iPAD IDENTIFICATION

Student iPads will be labelled in the manner specified by the College. iPads can be identified in the following ways:

- Serial Number through the device management system.
- Students' usernames.

DISCIPLINARY MEASURES

If a student violates any part of the above policy, the following sanctions will apply:

INAPPROPRIATE/ UNACCEPTABLE USE

1st Offence – Student(s) will have their iPad confiscated and taken to the College Office and collected by the student at the end of the College day. Details of 'Check-In' and 'Check-Out' will be recorded and a letter will be sent home with a warning regarding future use of the iPad.

2nd Offence – Student(s) will have their iPad confiscated and taken to the College Office and collected by the Parent/Carer at the end of the College day. Details of 'Check-In' and 'Check-Out' will be recorded, a detention issued and a further letter with an increased warning regarding future use of the iPad and the consequences of the 3rd Offence.

3rd Offence – Student(s) will have their iPad confiscated and taken to the Principal's Office. Loss of iPad and privileges for a length of time will be determined by the Principal.
Any student who persistently refuses to co-operate or violates any aspect of the provisions of the iPad Policy or the Acceptable Use of Internet Policy may face other disciplinary action deemed appropriate in keeping with the College's Behaviour Management Policy.

Violations may result in disciplinary action up to and including suspension/expulsion for students. When applicable, other agencies may be involved (e.g. Police).

A student will be required to hand over their iPad to a member of staff if:

- there is a suspicion that the iPad has unsuitable material stored on it.
- a student has disrupted a lesson through improper use of an iPad.
- a student has misused their iPad to take photographs/video on the College premises which they have not received permission to do so.
- the iPad or any of its features has been used for any form of bullying.
- games are being played on the iPad in College time.
- the iPad has been used to breach any College rule/policy and general well-being of staff and students

iPAD RETURNS

iPads will be returned to the College Office when a student's enrolment is terminated through transferral, withdrawal, suspension or expulsion from the College during, or at the end of a College year.

The device should be returned to the College Office with appropriate power cables in good working condition. The decision regarding good working condition lies with the college. The student will be liable for any damage to the device.

iSummary

iMust

- Bring the iPad fully charged to the College every day.
- Keep the iPad in the case provided by the College at all times.
- Only use the iPad as directed by my teacher in lesson time.
- Only use headphones in a lesson with my iPad when my teacher tells me to.
- Not attempt to use social networking sites and instant messaging sites during the college day.

- Ensure iCloud is switched on to enable my content to be backed up regularly.
- Use the iPad camera responsibly and with clear consent of any person being filmed.
- Ensure that the iPad has enough memory to store any work created or be able to download Apps requested by the College.
- Not add any additional iTunes accounts to the iPad.
- Not tamper with the software installed on the iPad.

iAccept

- That the iPad remains the property of Strangford Integrated College at all times.
- That if I cease to be a student at Strangford Integrated College I must return the iPad before leaving.
- That the iPad will be fully managed and controlled by the approved school system.
- That the teacher's decision in the use of the iPad during lessons is final.
- That any member of the College staff can request any iPad at any time to check its content and internet history. I will be required to provide the unlock code for the iPad when requested.
- I must inform my form tutor as soon as possible if my iPad stops working.
- I must report any loss, theft or damage to my form tutor.
- I will be required to replace the charger or cable if broken with an authentic Apple charger or cable.
- If I deliberately damage or lose an iPad I will be responsible for the cost of repair or replacement.
- That using the iPad irresponsibly or for any form of bullying will result in disciplinary action by the College.
- The College may remove any content from the iPad to create extra storage when necessary.
- Inappropriate use of the iPad within the College may result in confiscation for the remainder of the day.

I have read and agree to the iPad policy terms and conditions when using a school loaned iPad.

Student Name:

Date:

Signed:

Signed: (parent)

Parent Name: _____ **Date:** _____