



Growing and Learning Together

Restore

Curriculum

September 2020

"When a flower doesn't bloom, you fix the environment in which it grows, not the flower"

Alexander Den Heijer

Growing and Learning Together

Responsibility Friendship Respect Honesty Determination Excellence

The global pandemic has had a significant effect on all children at Oakdene. In order to help all our children to adjust into a new normal and help to restore the children into the thriving individuals they were before the pandemic.

Our mission statement and School Values are so much more pertinent now than they ever have been. With the unprecedented times that we have been living through during 2020, our Restore Curriculum will help us to grow and learn together again, living our school values and building on the experiences of all our children and staff. All of our children and staff will have suffered losses, from friendships to lack of routines; from a reduction of teaching to bereavements in all forms. We hope to alleviate some of the issues that children may face coming back to Oakdene from September 2020.

Our Intent, Implementation and Impact will remain the same delivering an ambitious and broad curriculum in all subjects from the start of the autumn term, but making use of existing flexibilities to create time to cover the most important missed content. Prioritisation will be given to the most important concepts in subjects rather than missing out whole subjects. Records will be kept of what has not been covered. An emphasis on the core subjects will be taken with a particular focus on reading to support all areas of the curriculum.

Intent

Oakdene's bespoke curriculum is broad and ambitious ensuring that we develop children who are aware of the impact of the past, are learning about life in the present and are prepared to deal with the changes of the future. Through our School Values we aim for our children to be inquisitive, enthusiastic, tolerant, respectful and happy individuals with the ability to prosper in a diverse society. High expectations in the core and foundation subjects enable our children to confidently move onto the next stage of their learning. All children, irrespective of background, needs or abilities are entitled to a wide - ranging curriculum and we consider cultural and social capital, and physical and mental well-being as essential aspects of the curriculum, helping us to develop children who are comfortable in their own minds and skins and able to enhance their social, moral and cultural understanding. Our restore curriculum's intent is to ensure our children emerge as happy, healthy individuals.

Implementation

A large part of the Restore Curriculum will be Personal, Social and Health Education (PSHE). This will be implemented as a priority for all our children in September 2020. We will ensure full implementation of the broad and ambitious curriculum as and when our children are ready and this may be a lengthy period of re-adjustment.

English and mathematics underpin all the work that we carry out, with reading at the heart of all work, enabling children to access the full curriculum. Learning is carefully planned for each year group ensuring progression throughout the School years. The curriculum is not narrowed and all children undertake all subjects throughout each year group. Clear, strategic planning around quality texts allows the curriculum to be dynamic and is adapted to the needs of Oakdene children. Developing a wide range of vocabulary is key to the knowledge that children learn and retain. Our curriculum has high expectations for all children and we embody this in day to day teaching. Teachers' planning shows thought is given to prior learning, building on skills and knowledge already achieved and is responsive to individual children's needs. We aim to teach our children how to retain information and facts while also developing knowledge and skills across all areas of the curriculum. Our feedback processes ensure that children can make good progress in their learning. Our curriculum includes the wider area of cultural and social aspects to ensure that all our children receive a well-rounded and extensive offer to enhance their learning and life skills. Children in all year groups are offered trips and enhancements closely linked to the curriculum. Cultural Capital is a major strand of our curriculum ensuring children are prepared for their future stages of education and work. In a constantly changing world, we recognise that our children will need to have transferrable skills and we aim to develop this skill for all our children.

Impact

The Restore curriculum will show impact in how the children are settled in school and how well they are showing resilience to the situation we are currently faced with.

We are constantly reviewing the curriculum offer which we give to Oakdene children. In-depth monitoring ensures that all children are receiving the broad and balanced curriculum they are entitled to with clear progression in all subjects. Senior Leaders work with Subject Leaders to review learning, evaluate pupil voice and provide feedback to move practice forward, celebrating positives and highlighting areas of development. Our whole school team work together to embody our vision and values through the curriculum. We aim to ensure that all children make good progress in all subjects and we do not confuse this with coverage. We plan activities so learning is embedded and knowledge is retained. Feedback from Children and Parents shows that they value the curriculum we offer and Parents attend many workshops, sharing sessions and information meetings. We aim to ensure that at Oakdene we can 'Grow and Learn Together' for all our children to be healthy, well-educated and happy individuals.

We have therefore reviewed our current curriculum to provide our children with a bespoke 'return to school' curriculum (Restore) in which they can rebuild and restore with the intention of continuing their learning whilst developing resilience and mental health and wellbeing, supporting the rebuilding of friendships and social engagement, addressing and equipping children to respond to issues linked to Coronavirus and supporting children and staff with approaches to improving their own physical and mental well being.

Evidence shows that "across large populations, the more adverse childhood experiences experienced, the worse the outcomes but research shows that future outcomes for health and wellbeing are NOT prescribed by past experience" (Cairns, 2020) therefore timely intervention for our children to ensure the effect of the trauma of the pandemic is minimised is key. A recent survey undertaken by the charity Young Minds involving 2000 people with existing conditions (March 2020) revealed that the current pandemic is having a profound effect on young people with existing mental health conditions. 83% of those who took part reported increased anxiety, problems with sleep, panic attacks or more frequent urges to self-harm. University of Oxford's Co-space study reported that one fifth of children do not feel safe to leave their homes" (Rae, 2020). Cairns (2020) recommends that direct experiences such as "unconditional love, helping others in community projects and being involved in social activities" and "environmental factors such as access to an available trusted adult who is not a parent, access to an appropriate education and engaging in hobbies" are all "protective and compensatory experiences which buffer stress and trauma". Therefore this research has informed the planning of our Restore Curriculum at Oakdene, alongside Maslow's Hierarchy of Needs, Carpenter and Carpenter's (2020) levers of recovery, ACES Trauma informed practice, Zones of Regulation perspective and the Restore approach

Our children have witnessed something that has never happened before in living memory. We owe it to our future generations to allow them to grieve, to regulate and to move forward in a sensitive, comforting environment.

"The common thread that runs through the current lived experiences of our children, is loss. From loss emanates three significant dynamics that will impact majorly on the mental health of our children. Anxiety, trauma and bereavement are powerful forces. For them all to appear at once in an untimely and unplanned fashion is significant for the developing child. Our children are vulnerable at this time, and their mental-health fragile. And on top of that, they are witnessing a sea of adult anxiety, which they unwittingly are absorbing." (Carpenter and Carpenter, 2020).

Carpenter and Carpenter identified **5 losses**:

- The loss of friendship and social interaction.
- The loss of routine including doubts about the future
- The loss of structure including a loss of attachment to trusted adults in their daily lives
- The loss of opportunity including feeling devalued and deskilled
- The loss of freedom including own identity.

And the following **5 levers of recovery**:

Lever 1: Relationships & routines - we can't expect our children to all return joyfully and many relationships that were thriving will need to be invested in and restored. We need to plan activities within PSHE and other lessons to ensure friendships can be developed as well as between staff and children - reach out and build the bridge for all children returning to school in September. Routines will need to be established with mutual respect.

Lever 2: Community - we need to have time to listen to what the learning has been like in the community. We need to know if children have engaged thoroughly; have they been allowed to make mistakes or have Parents given a lot of help; what did children like and not like about community learning; did children engage in community actions? We need to build up children's resilience once again and develop strategies for coping with anxieties.

Lever 3: Transparent Curriculum - our children will know that they have lost valuable learning time and it is our role to ensure they know we will be implementing procedures and altering planning so they do not miss out on their learning. This will help with their sense of loss in this area,

Lever 4: Metacognition - our children will have been learning in different ways. Now is the ideal time for children to have time to think about how they learn, guided by their Teachers. Was it easier to learn at home? Did you have distractions? Did your learning develop in ways you didn't think it would? Teachers can help children thinking about learning to learn. Many children will have found it difficult to self-regulate and we will work on Zones of regulation with the children.

Lever 5: Space - our children will need space to adjust; to rediscover self and friends; to learn in a different way again and to find their voice in a busy, overstimulating environment We need to ensure that all our children develop with their peers and the right space is given to each and every child.

The Anna Freud Foundation promotes similar areas of need:

- Loss: of seeing friends and family; of routines; of goals/milestones, such as exams; of rituals such as end of year activities or exams; of school life; of normal life and activities.
- Friendships: lack of socialisation; loss of self-worth gained from peer groups; missing friends; difficulties maintaining friendships remotely; loss of social rewards and social identity.
- Anxiety, fear and confusion: fear about future uncertainty; fear of future school closures; confusion about new rules; anxiety about illness and hygiene.
- Disrupted sleep patterns: causing loss of concentration and affecting mood.
- Family experiences: abuse; conflict; stress; financial issues; coping with mental health issues of adults; increased caring responsibilities.
- School: worries about missing learning and falling behind; loss of routines; academic worries due to school closures or exam cancellations; lack of access to trusted adults.
- Bereavement and illness: coping with the illness or death of family, friends and loved ones.

From Place2 Be Resources <https://www.place2be.org.uk/media/yesltwzt/primaryschoolresources.pdf>

Self Efficacy - While it is natural to have feelings of helplessness and uncertainty, especially during the current crisis, it is important for children to feel that what they say and do matters and that their actions can make a difference. Self-efficacy is the belief that we can make a difference and have strengths we can draw on in times of challenge. It's also a core belief underpinning motivation, and emotional wellbeing.

Hope- Research indicates that hope significantly and positively correlates with psychological well-being and coping in the face of adversity. Higher hope is related to better overall adjustment, while hope has also been described as "a personal rainbow of the mind", with the rainbow being used as a symbol of hope in many households during the coronavirus pandemic

Gratitude- Understandably our thoughts and feelings may be focused on the challenges of recent events and it's not always easy to find things to be grateful for. However, studies suggest that finding things to be

thankful for is important for our wellbeing, leading to physical and psychological benefits, as well as being a 'social glue' that connects people

Connectedness- After some time away from each other, humans often have a strong desire to re-connect. Although many of your pupils may have stayed digitally connected with each other, they may have missed being part of a bigger class, year group and whole school community - as may you, as staff. There is a large body of research on the central importance of social support and social groups in combating stress and overcoming adversity. Here are some ideas to help you and your school community to reconnect.

At the beginning of lockdown due to COVID-19, a group of organisations in the UK, passionate about peace and Restorative Practice, came together to think about how they could support schools during this time. They looked into many areas of need and researched a great many scenarios. The group produced a framework, RESTORE, as their contribution. RESTORE offers questions, methodologies and think pieces for school communities as they seek to re-build relationships between staff, pupils and parents and consider the social and emotional impacts this collective experience is having. The framework is structured around the letters of RESTORE:

Recognise,
Empathise,
Safety and
Trauma, are connected to what has happened and its effects on us.
Opportunity,
Relationships/ Community and
Engagement, are key to how we are going forward into a new normal.

It is not meant to be a linear model, to be followed letter by letter. Rather, the themes from RESTORE are connected, shade into one another and influence each other, they overlap and interlock and reflect one another.

Following this model, we have developed an Oakdene approach to ensuring that all children, staff and Parents will be involved in developing and restoring Oakdene to an even better school community than it was prior to lockdown, We want to ensure all our children thrive, achieve highly and are prepared for the future world. Our Restore curriculum will be carried out in the autumn Term whilst delivering a broad and balanced curriculum and ensuring that gaps in learning are addressed - see below.

Resources for the Restore Curriculum are now saved in Staff Share - Planning - 2020 - 2021

Many resources have been supplied for staff to look into to ensure that all our children are able to reconnect in school and recover from the events of 2020. This will take time. Not all issues will surface on the first day back. Some issues will take weeks, months, even years to manifest themselves and there are a myriad of resources available to help and support all the children at Oakdene.

Appendix 1 - Plan of work from September 2020

| | | Dates | Allocated to: |
|------------------------------|---|--|---------------------|
| | Focus on previous Summer Term's outcomes with 'After The Fall' | | |
| Whole School Book experience | After the Fall (Humpty Dumpty) Writing / Reading Art work Science PSHE - school community Fundraiser for Community (care home? Foodbank?) Ladder back into school - steps to recovery | 2 nd - 18 th Sept | CHu |
| Reading | Phonic knowledge - set into groups. Bubble of Y1 and Y2 children Assessing children in first 3 days | 2 nd - 4 th Sept | AG CHu SBo |
| | Review of reading at home (reading for pleasure - promote in school) Books to go home then quarantined for 72 hours. | From 2 nd Sept | CHu |
| | Assessing all children reading PM Benchmarking - miscue analysis / comprehension Benchmark Y1 after first Half Term | 7 th Sept - 2 nd Oct | CHu All Teachers |
| | Comprehension Skills assessment. Question Level Analysis. (Testbase, Twinkl or NFER) | Week beginning 5 th Oct | CHu |
| | Assessment of reading | Mid - end of Dec | CHu |
| | Pathways to reading | Start from 21 st Sept at latest | CHu |
| | Pleasure for Reading Book Area in school Reading sessions in class each day School Library books to go home | From 2 nd Sept | CHu |
| Spelling | Daily spellings for at least 3 weeks to consolidate from previous year | From 2 nd Sept | CHu All Teachers |
| Writing | Handwriting Daily session for handwriting for at least 3 weeks - KS2. Whole term focus for Rec & KS1 | From 2 nd Sept | CHu All Teachers |
| | Pathways to Write | From 21 st Sept | CHu All Teachers |
| | Assessment Piece from first 3 weeks. Two from Pathways to Write Units | From 14 th Sept | CHu All Teachers |
| Early Literacy Support | Lower ability Y2 children and middle to higher ability Y1 children to undertake ELS (20 min session 3- 5 times per week) | From 7 th Sept | CHu |
| Maths | Basic skills; mental maths; timetables; number bonds etc Games. | 2 nd - 4 th Sept | MW |
| | White rose Maths revision from previous year groups | From 7 th Sept | MW |
| | Review of prior learning Use Year Group Maths from DfE (5 a day) . Need to know to consolidate - concrete, pictorial and abstract in all concepts | From 2 nd Sept | MW |

| | | | |
|--------------|---|---------------------------|-----|
| | Assessment - Unit assessments at end of each unit. | On-going | MW |
| | Aut Assessment | Mid - end of Dec | |
| PSHE | Planning file. (Staff Shared Folder - 06 Planning - 2020 - 2021 - Restore) RSE - parental consultation in Autumn term Zones of Regulation Books - see lists | From 2 nd Sept | HL |
| | First 3 days - experiences and worries. Recollections; time capsule; Setting expectations; behaviour; class charter; routines (incl hand washing, etc etc) | From 2 nd Sept | HL |
| | Introduce Zones of regulation to all children | From 2 nd Sept | CHu |
| Science | Curriculum coverage to be investigated to ensure that all children cover all subject areas at least once in Key Stage 2, Milestones allow revision of previous year's content. All milestones will be reviewed to ensure the skills are achieved. | From 2 nd Sept | EGP |
| History | Milestones allow revision of previous year's content. All milestones will be reviewed to ensure the skills are achieved. | From 2 nd Sept | CHe |
| Geography | Milestones allow revision of previous year's content. All milestones will be reviewed to ensure the skills are achieved. | From 2 nd Sept | CHe |
| RE | Milestones allow revision of previous year's content. All milestones will be reviewed to ensure the skills are achieved. | From 2 nd Sept | HL |
| Computing | Cleaning issues for equipment Milestones allow revision of previous year's content. All milestones will be reviewed to ensure the skills are achieved. | From 2 nd Sept | MW |
| Art | Milestones allow revision of previous year's content. All milestones will be reviewed to ensure the skills are achieved. | From 2 nd Sept | SBo |
| DT | Milestones allow revision of previous year's content. All milestones will be reviewed to ensure the skills are achieved. | From 2 nd Sept | SBo |
| PE | Socially distanced games? No contact sports Review Medium Term Plans Milestones allow revision of previous year's content. All milestones will be reviewed to ensure the skills are achieved. | From 2 nd Sept | CHu |
| Music | Milestones allow revision of previous year's content. All milestones will be reviewed to ensure the skills are achieved. Aut term - heavier focus on listening and appraising. Review Medium Term Plans | From 2 nd Sept | MW |
| AEN Children | For children on Support Plan or ISP: Spelling Age Reading Age Sandwell Maths Assessment Boxall Profile | From 2 nd Sept | CHu |
| | Standardised scores from NFER tests from Aut Term Assessments. | Mid - end Dec | CHu |

RESTORE CURRICULUM POLICY - HOME LEARNING ADDENDUM

- 1) If a child is ill - either with a regular illness that keeps them off school or with symptoms of COVID-19 themselves - then work would not be expected to be completed at home and does not need to be set by the class teacher.
- 2) Should a child be at home for a couple of days awaiting family test results, they should receive guidance from a quick 'grab-bag' of activities provided in Scenario A below.
- 3) Should a child or small group from a class be self-isolating for a period of up to 2 weeks, expectations of learning for that child are set out in Scenario B below.
- 4) Should a whole bubble (class) of children be required to self-isolate, the expectations are set out in Scenario C below.
- 5) Should the class teacher be off sick, children will be provided with the Scenario B pack until the teacher is fit enough to deliver the Scenario C materials.
- 6) Should the whole school be in lockdown, see Scenario D below.

All documents are to be saved in:

Oakdene Staff Share > 06 PLANNING > 2020-2021 > Remote Learning Tasks & Grab-Bags, and then in the appropriate year group sub-folder. Files should have been turned into PDF files.

Scenario A - initial absence whilst awaiting test result

All teachers should have a document (grab-bag) ready to go which details some basic work expectations for a child who is spending a couple of days at home awaiting test results.

This document should include

- A couple of number activities or games to play at home
- Instructions for a piece of written work they can carry out at home without requiring specific teaching - this could be based on an image from pobble.com, Literacy Shed or something similar.
- A reading activity - text and comprehension for junior children; an appropriate reading challenge for Rec/KS1 children
- A PSHE activity linked to Zones of Regulation or Recovery Curriculum
- Link and instructions to Sumdog and/or TT Rockstars (depending on age)
- Link to Oak National Academy website for any further optional activities
- Suggestion that children complete their Half-Termly Homework task during this time
- Expectation that any work completed should be uploaded to Seesaw

A few copies of this 'grab bag' document should be kept in the school office, and given to a child as they leave school. If this is not possible, the file should be emailed to the parent as soon as possible, which will be done by the school office at their earliest convenience. Teachers should also keep a copy in their pink classroom file.

A new 'grab bag' will be made for each half-term, so that any child who has already been off whilst awaiting results will have new material to work on.

Scenario B - small numbers of a bubble in self-isolation

If an individual child or very few children in a bubble are self-isolating as a result of a positive test, and the majority of children are still in class, the class teacher obviously will be teaching their class as normal. This will leave little time to also provide teaching to those at home.

Firstly, these children should all receive their most recent Section A grab-bag in the first instance.

Further remote learning opportunities and expectations should then be provided, in a document which can be emailed to relevant families, and can be viewed on the class page of the school website, as follows:

- Children will be expected to complete further weekly tasks set on Sumdog and/or TT Rockstars, set in advance by the teacher for the whole class
- Pdf files of the White Rose Maths sheets for that week (downloadable on our staff log-ins) should be provided on the class page of the website. Based on our medium-term plans, these follow the White Rose long-term plan for Maths, and should be accompanied with links to the White Rose website, where daily videos are provided which will support children with their understanding of the content in the absence of the class teacher's support. This ensures that children are covering the same Maths objectives at home as in school. If a class teacher prefers, they could also provide the Maths sheets used in class, as long as they would be accessible for children at home without much additional teaching (or via Seesaw videos).
- A set of 10 daily activities to be sent home - these are to each be an 'additional' task for different curriculum areas based on that term's planning (from Science, Music, Art, DT, History, Geography, Computing, RE, PSHE, MFL). These should also incorporate elements of English work, as English writing will not be set separately. These can then be used throughout the Autumn term. In future terms, these activities should be added as an 'extra' at the foot of the Medium-Term Plan for that subject.
- Reading - evidence of children's reading should also be provided on Seesaw. Staff may post copies of older books through the family's letterbox to enable them to keep reading at home whilst away from school.
- 2 Comprehension activities and reading challenges should be included (one per week)
- Mention of trying to do some daily exercise in the house/garden, with some accompanying ideas/links
- Reminder to keep learning the class spellings, the lists for which are on the class page of the school website
- All work should be uploaded to Seesaw using the children's home learning codes. The class teacher can then check work on Seesaw and leave the child with written or recorded feedback.

A new 2-week home learning document will be created each half-term (like the Section A grab-bag) so that children who are isolating will always have up to date work linked to the Oakdene curriculum.

Staff will be given inset sessions after school to help them prepare these half-termly home learning packs.

Scenario C - whole bubbles in self-isolation

Should an entire class be in self-isolation or lockdown, teachers will provide weekly learning plans to children in a similar way to during lockdown. This will be shown using the same weekly timetable format as was used during the summer term and all accompanying saved on staff share and files also uploaded to the class page of the school website.

However, teachers will now add short videos of teaching content for each task to support children's learning. These videos will be uploaded to Seesaw.

- Maths work will be provided as in Scenario B. Links to White Rose videos will be accompanied by daily worksheets that would have been used in class. The teacher should also produce a short daily video to explain any additional content or likely misconceptions for that lesson or from the previous day's learning. Teachers should create their own in-class Maths sheets rather than the generic White Rose ones provided their teaching video is sufficient for children to access the worksheets (and the teacher is fit to do so).
- English work - teachers will try to ensure their current English work in class is continued remotely as far as possible with bespoke plans and activities, accompanied by short daily video clips with relevant teaching content.
- Other subjects - each day, one foundation subject will be chosen and included on the timetable. This should be a modified (where necessary) version of what would have been taught in school in the afternoon sessions, to ensure the curriculum continues to be covered. Again, a short video communication will be provided for children to follow.
- There will be an expectation that children continue to use online facilities such as TT Rockstars and Sumdog (with weekly tasks set by the teacher as was the case in initial lockdown); they will also be expected to provide evidence on Seesaw of regular reading, and provide evidence of at least 2 weekly bouts of physical activity.

When children are at home in self-isolation, it is important that staff continue to communicate with the children via Seesaw.

- Liking a piece of work is equivalent to receiving a dojo in class.
- Further feedback should be given regularly, either in written or verbal form (using the microphone). Each child should receive some feedback at least once per day.

All timetables and documents for Scenario C would ideally be uploaded to class pages of the school website on Sunday at the latest (prior to the school week beginning). Teaching videos should be recorded daily to enable staff to react and intervene on any issues that result from the previous day's work, rather than being all recorded in a batch. All 3 daily videos should however be uploaded to Seesaw together by 9:00 at the latest of the day in question.

Further communication will be made to children and parents via Teams phone calls in this scenario - see the COVID flowcharts for further information on expectations.

It is important that, when children are at home, they are still receiving the same level of education (wherever possible) as in school. Therefore, expectations of children should still be high and the work expected for each of the 3 main sessions of the day should enable children to work the equivalent time at home as a day in school.

Scenario D - Full School Lockdown

Should the country be in full lockdown and schools have to close, work would be provided for the children at home in each class as demonstrated in Scenario C - whole bubbles in isolation.

However, at this point, it is likely that staff will still be in classrooms if vulnerable children and children of key workers are still in school. Whilst these numbers were low at the beginning of the initial lockdown, they rose considerably and we had around a third of all children actually in school due to the high levels of key worker parents at Oakdene.

This will make a full lockdown especially challenging for staff, who have to both teach in school and deliver a remote curriculum.

In this situation, teaching staff would need to remain in class to deliver lessons in school to vulnerable children/children of key workers as normal. These lessons would be mirrored as far as possible with the Scenario C materials and videos provided. This may mean teachers delivering content twice - once to those at home on Seesaw videos (by 9:00 am of that day's lessons) and then providing the same content live to those in school. Alongside the regular check-ins with those at home, this represents a heavy workload increase for staff. This process would therefore have to be regularly reviewed as to its effectiveness throughout any lockdown.

Access to technology for staff and pupils

All teachers in school have their own laptops and iPads to use at home, with the ability to connect to our school server remotely via Forticlient.

HLTAs also have the same access on school laptops and would communicate and work with class teachers to continue to deliver any content remotely that they would deliver in the school curriculum.

Two school laptops will be assigned to staff for other learning assistants to use at home in case of whole bubble lockdowns. One will be kept in the school office, and can be immediately assigned to a learning assistant when a bubble goes home. The other will be the laptop kept in the staff room (ordinarily kept there for safeguarding purposes).

If the whole school is on lockdown, we do not have enough devices for all members of teaching staff to be assigned a school device. However, learning assistants would be able to access Seesaw from any device in their house that uses internet to help with comments and feedback on children's work.

Any remaining school laptops can be assigned for children to use at home - the technician would need to implement this on a needs basis, alongside any devices acquired by school through the national schemes. Parents will need to sign the 'IT Equipment Loan Agreement' before any devices can be delivered. This can be emailed to parents and either dropped off at school, printed, signed and scanned back to school or left available when the device is delivered to the house. The devices would need to be delivered to the household of a child at a set time agreed by the family so the device can be left outside the property and immediately collected by a family member.

