

# School screen-use review record

A two-page lesson and access review for teachers, SENCOs, digital leads and school leaders.

**Use:** review one planned screen task or routine. Record the learning choice and what happened. Do not score the child or family, infer home screen use or apply a broad time limit to AAC and access tools.

## 1. Context

|                                 |                                    |
|---------------------------------|------------------------------------|
| <b>Class / subject</b><br><hr/> | <b>Age / setting</b><br><hr/>      |
| <b>Date / teacher</b><br><hr/>  | <b>Review date / lead</b><br><hr/> |

**Screen task or routine**  

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**Device, content or tool**  

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## 2. Guidance and policy check

- ☐ Under-five parent advice kept separate from provider guidance
- ☐ DfE early-years provider source checked where relevant
- ☐ No invented 5-16 daily cap
- ☐ Personal-phone policy kept separate from planned class use
- ☐ Online safety / safeguarding checked
- ☐ Data, privacy and platform approval checked
- ☐ AAC or access tool treated as an individual access decision

## 3. Four-question lesson check

|                                                                                                           |                                                                                                     |
|-----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| <b>PURPOSE</b><br>What exact learning, communication or access job does the screen do?<br><hr/>           | <b>PARTICIPATION</b><br>What will learners say, make, recall, compare, practise or decide?<br><hr/> |
| <b>REPLACEMENT</b><br>What talk, play, reading, writing, movement or teacher time could be lost?<br><hr/> | <b>FOLLOW-UP</b><br>How will learning move off the device, and how will staff check it?<br><hr/>    |

## 4. Access and inclusion

- ☐ Learner voice / communication route
- ☐ Text, audio, caption or symbol access
- ☐ Motor / visual access
- ☐ Position, glare and comfort
- ☐ Fatigue and sensory load
- ☐ Response time
- ☐ Peer participation
- ☐ Adult support
- ☐ Reasonable adjustment or graduated response

**Individual access need, tool or adjustment**  

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## 5. Plan the flow

| Stage  | Screen use and length | Learner action | Adult / peer action | Off-screen link or check |
|--------|-----------------------|----------------|---------------------|--------------------------|
| Before |                       |                |                     |                          |
| During |                       |                |                     |                          |
| After  |                       |                |                     |                          |

# Observe, check and decide

Write what was seen or heard. "Learner closed two tabs after a prompt" is an observation. "Addicted to screens" is an unsupported inference.

## 6. Observation log

| Time / stage | What did learners say, make or do? | What did the screen replace? | Access, wait, distraction or fatigue? | Evidence of learning |
|--------------|------------------------------------|------------------------------|---------------------------------------|----------------------|
|              |                                    |                              |                                       |                      |
|              |                                    |                              |                                       |                      |
|              |                                    |                              |                                       |                      |
|              |                                    |                              |                                       |                      |

## 7. Check the learning away from the screen

Prompt, task or later recall check

What the evidence showed

## 8. Learner and staff view

Learner prompts

"What did the screen help you do?"

"What made it hard to take part?"

"What helped when the device closed?"

Staff prompts

"Did the tool do its stated job?"

"Was a better task displaced?"

"Which access need changed the choice?"

## 9. Family conversation boundary

Start with the observed learning or wellbeing need. Invite information about sleep, health, travel, routines and other factors. Mention screen use only when direct information makes it relevant. Use an official source for the child's age and do not delay SEND, pastoral, health or safeguarding action.

## 10. Decision and next review

- ☐ Keep as planned
- ☐ Shorten or move the task
- ☐ Improve adult / peer input
- ☐ Add an off-screen check
- ☐ Replace with a better task
- ☐ Remove background media / alerts
- ☐ Repair access or comfort
- ☐ Keep vital AAC / access route
- ☐ Use normal SEND / pastoral / health / safeguarding route

Evidence for the decision

Action owner and review date

**Boundary:** low focus, tiredness, language, peer or motor needs cannot reveal home screen use. Record, support and ask. Do not infer.