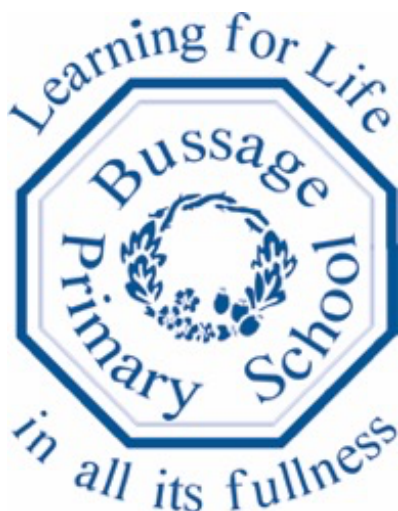


# Policy on Remote Learning

(including how we will use Remote Learning)



**Next review: Spring 2023**

Bussage Primary School is a Church of England Voluntary Aided Primary School and this policy is written within the context of the Christian faith, practice and values which underpin our ethos, and which are in keeping with our Trust Deed.

Our school's Christian ethos is that all pupils, whatever their ability or talents, are created in the image of God, and are loved equally by him.

Our school's mission is to provide a learning and development environment in which all pupils and staff can make the most of their God given potential and aspire to "be the best that they can be."

Our school vision is built upon the four cornerstones of WISDOM, HOPE, COMMUNITY and DIGNITY.

For children to be able to learn effectively and to live life to it fullness they must be safe and secure and they must feel safe and secure. In our school, Child Protection and Safeguarding is always our top priority.

Statutory	<b>No</b>
Web-Site	Optional
Owner	Headteacher
Principle Author	Headteacher
Committee	Quality of Education

Delegation and Review	
Max. Permitted	Not applicable
Determined	Committee
Review	Governors decide
Frequency	Annually at present

## Related Policies

The following policies are related to this one and should be considered alongside it:

- Online Safety
- Behaviour
- Staff Code of Conduct
- GDPR
- Child Protection and Safeguarding
- SEND
- Curriculum
- Early Years Foundation Stage (EYFS)
- Teaching and Learning
- Assessment
- Homework
- Marking and Feedback
- Most Able Pupils
- Phonics, Reading and Mathematics schemes used by school
- Other school subject policy documents
- Complaints

## 1. Introduction

### 1.1. Aims

At Bussage C of E (Aided) Primary School, we understand the need to continually deliver high quality education, including during periods of remote working – whether for an individual pupil, particular groups or the whole school. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to succeed.

Through the implementation of this policy, we aim to address the key concerns associated with remote working, such as online safety, access to educational resources, data protection, and safeguarding.

This policy aims to:

- Minimise the disruption to pupils' education and the delivery of a high quality curriculum matching our curriculum expectations.
- Ensure provision is in place so that all pupils have access to high quality learning resources.
- Protect pupils from the risks associated with using devices connected to the internet.
- Ensure staff, parent, and pupil data remains secure and is not lost or misused.
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning.
- Ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning.
- Meet, where possible, any government set targets for remote learning. For example, at the time of writing the government published expectations are:
  - Key Stage 1 (KS1) minimum 3 hours work/lessons per school day
  - Key Stage 2 (KS2) minimum 4 hours work/lessons per day
  - Younger children (Reception) could be fewer hours as appropriate

(But note that these requirements are a guide only and they might change or be different in different scenarios which may trigger remote learning).

### 1.2 Use of Remote Learning

At our school we believe that learning is best carried out in person by staff in the school classroom / on the premises.

Therefore remote learning will only be used:

- a) When pupils are not able to attend school in person **or**
- b) When, for some reason beyond its control, the school cannot run learning in person or
- c) On occasion (only) if the school decides that limited amounts of remote learning might be in the best interests of the pupil(s).

Children who are unwell will not be expected to take part in remote learning.

**AND ALWAYS ONLY WHEN** remote learning can be operated safely and securely without it causing significant risk to pupil or staff safety or welfare or to the integrity and security of the school's computer systems or equipment.

**AND ALWAYS ONLY** at the discretion of the Headteacher. For example, the Headteacher might consider it too disruptive to the child's class or too demanding to provide remote learning at all for an individual child or might decide that sending work home on paper might be a better option in some circumstances than online tutoring.

### 1.3 Our Remote Learning Goals:

- To stay connected with pupils and families and for them to stay connected to us and, where possible and appropriate, with one another
- To protect and safeguard pupils and staff
- To support the mental, physical and spiritual wellbeing of all members of our school community
- To maintain access to quality learning in all foreseeable situations
- To continue to deliver our broad and balanced curriculum (including, as far as is possible, physical education, "circle time" and "play time")
- To support pupils, parents, families and staff with daily routine and expectations
- To have regular contact with our pupils, in terms of maintaining their sense of belonging to our school, work assignment, assessment and feedback via our remote learning platform.
- To facilitate and provide opportunities for collective worship

### 1.4 Our Remote Learning Platform / Resources

- For Reception (Rainbows) we use Tapestry as part of our learning platform in school and will extend its use out of school where remote learning is required
- For years 1-6, we have opted to use Google Classrooms as our main remote learning platform
- A suitable internet connection is required to access our remote learning, either from the child's home (the parent's responsibility) or if in school, from the school.
- A suitable device, suitably configured is required. These will either be a family's own device or will be a device provided by the school where the family is not able to provide access to a

suitable device for our pupils. Where the school loans a device to a family a loan agreement will be put in place to cover the equipment and its use.

### 1.5 Initiating Remote Learning

- The school will decide when it is necessary / appropriate to initiate remote learning
- The Headteacher will communicate with parents and pupils accordingly with assistance from teachers as necessary
- There will normally be a delay between the decision to initiate remote learning and remote learning starting. This will normally be a minimum of one school day. This day is to allow for planning and managing the transition from in school learning. The delay may be longer for families who might require additional support, e.g. the loan of school-owned devices
- During the initiation period pupils will be set suitable "stop gap" work and objectives, e.g. reading materials, whilst they are waiting for the more structured remote learning offer to commence.

## 2. Roles and responsibilities

### 2.1 Governing Body is responsible for:

- Supporting the Headteacher in the exceptional circumstances which will surround the use of the provisions in this policy
- Ensuring that the school has robust risk management procedures in place.
- Ensuring that the school has a business continuity plan in place, where required.
- Evaluating the effectiveness of the school's remote learning arrangements.
- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible and is in line with the school's curriculum vision and plans.
- Ensuring that staff are certain that systems are appropriately secure, for both data protection and safeguarding reasons.
- Overseeing the implementation of this policy and monitoring its effectiveness

### 2.2 The Headteacher is responsible for:

- The overall systems, processes and quality of delivery of remote learning
- Supporting the staff and families in the exceptional circumstances which will surround the use of the provisions in this policy
- Ensuring that staff, parents and pupils always adhere to the relevant policies.
- Ensuring that there are arrangements in place for identifying, evaluating, and managing risks associated with remote learning including health and safety risks as well as ensuring GDPR compliance in consultation with the Data Protection Officer (DPO).
- Putting procedures and safe systems for learning into practice, which are designed to eliminate or reduce the risks associated with remote learning.
- Ensuring that any pupils identified as vulnerable by the Headteacher are provided with necessary information and instruction, as required. The Headteacher follows relevant government guidance when identifying pupils as vulnerable.
- Overseeing that the school has the resources necessary to action the procedures in this policy.
- Ensuring that there are arrangements in place for monitoring incidents associated with remote learning.

- Arranging any additional training staff may require to support pupils during the period of remote learning.
- Conducting regular reviews of the remote learning arrangements to ensure pupils' education does not unavoidably suffer.
- Managing the effectiveness of health and safety measures through a robust system of reporting, investigating, and recording incidents.
- Ensuring that arrangements recording and reporting attendance are in place.
- Overseeing participation in remote learning. working with Teachers and parents to address and improve participation in remote learning where necessary taking an especially close interest in vulnerable / SEND / pupil premium children.
- Reviewing the effectiveness of this policy whilst it is in use on a regular basis, advising governors of the need for changes and communicating any such changes to staff, parents, and pupils.

**2.3 The School Business Manager** is responsible for:

- Arranging the procurement of any equipment or technology required for staff to teach remotely and for pupils to learn from home.
- Ensuring value for money when arranging the procurement of equipment or technology.
- Ensuring that the school has adequate insurance to cover all remote working arrangements.
- Overseeing that all school-owned electronic devices used for remote learning have adequate anti-virus / malware protection and are securely configured in conjunction with IT support (provided by Thomas Keble).
- Working with IT to ensure that any school-owned devices lent to families are correctly de-commissioned and re-commissioned before being lent to another family.
- Collating and submitting any information required by government/local authority in respect of attendance/participation.

**2.4 All Staff members** are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Reporting any health and safety incidents to the Headteacher asking for guidance as appropriate.
- Reporting any safeguarding incidents to the Designated Safeguarding Lead (DSL) and asking for guidance as appropriate.
- Taking part in any training conducted to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software.
- Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the Headteacher
- Reporting any defects on school-owned equipment used for remote learning to the Headteacher (or directly to IT support)
- Adhering to the Staff Code of Conduct at all times.

**2.5 Teachers** are responsible for:

**2.5.1 Setting and managing work**

- Teachers will work closely with colleagues and their TAs to agree how best to manage and share the changes to practice necessary to support remote learning.

- The learning and assignments will be shared and managed using Google Classrooms at appropriate frequencies. This may be delivered by the class teacher or another member of staff in case of illness.
- Every day, three assignments and the necessary resources will be provided through Google Classrooms: English, Maths and Science or a foundation subject
- Remote teaching for each English and Maths assignment will be provided over Google Classrooms. This may take the form of a recorded lesson, a screencast, a link to the Oak National Academy or another high-quality online resource.
- A teacher will host an afternoon Google Classrooms session to discuss the morning's activities and provide group feedback.
- Staff will offer feedback as appropriate to support learning and progress – they will not offer individual feedback on every piece of work from every pupil.
- The government expects pupils to work at home as much as possible as they would in school.
- Exercise books will be sent home so the pupils have access to paper should they need/wish to work on this or so that they can refer back to previous work.
- For pupils with an Education, Health and Care Plan (EHCP) or other (Special Educational Need or Disability (SEND) requirement, work will be tailored to meet their educational needs. Additional support and guidance will be provided by staff.
- Teachers will plan work from their medium term plans in reading, writing and mathematics, as well as their medium term plans for the wider curriculum subjects. There should be little or no break in the planned sequence of work. However, texts and resources may change as a result of remote learning.
- The school will accept a range of different teaching methods during remote learning to help explain concepts and address misconceptions easily. Some of these might be via a teacher-led pre-recorded video. For the purpose of providing remote learning, the school may make use of workbooks, email, Oak academy, reading tasks, and audio lessons.
- Depending on the numbers of pupils learning remotely, teachers may be given additional Planning, Preparation and Assessment (PPA) time to support their work/life balance.
- As is usually the case, work will be set according to ability and current level of attainment so that all pupils make the best possible progress according to their individual stage and pace of development, including for more able pupils.

#### 2.5.2 Providing feedback on work

- The school expects pupils and staff to maintain a good work ethic during the period of remote learning.
- Where possible, work should be completed and submitted via Google Classrooms. Depending on the piece of work, and perhaps also on the facilities and skills available in the home, it may be completed online or on paper and then photographed/uploaded. Teachers will provide same day feedback where possible.
- Where pupils who do not have access to Google Classrooms, teachers will make at least weekly phone calls to such pupils working remotely to discuss their work.
- Where pupils are only working on paper arrangements will be made by the school for work on paper to be accessible to the teacher (e.g. by agreeing a time for work to be brought in weekly to the school office) so that the work can be assessed and feedback provided.
- If individual pupils are required to stay away from school whilst the majority of pupils remain in school, teachers will add plans to Google Classrooms and offer feedback to

individual pupils as above or, alternatively, work may be sent home on paper and feedback provided by telephone or email.

- Teachers will use their normal formative assessment strategies to gauge how well pupils are progressing through the curriculum and adjust accordingly the pace or complexity of task for the pupils to ensure a good level of understanding.
- Formative feedback on work will be provided where possible.
- Pupils are accountable for the completion of their own schoolwork – teaching staff will contact parents by phone if their child is not completing their schoolwork or their standard of work has noticeably decreased.
- Teachers will monitor the academic progress of pupils with and without access to the online learning resources and discuss additional support or provision with the Headteacher as soon as possible.
- Teachers will monitor the academic progress of pupils with SEND and discuss additional support or provision with the SENDCO as soon as possible.
- Encouraging, monitoring and assessing participation in remote learning taking an especially keen interest in vulnerable / pupil premium children. Reporting any concerns about low, ineffective or non-participation to the Headteacher.

#### 2.5.3 Keeping in touch with pupils and parents:

- Teachers will aim to make contact with pupils not in school each day via Google Classrooms using the live session.
- Pupils can contact teachers each day via Google Classrooms and can expect a response during school hours. Teachers will respond to emails from parents and pupils as soon as possible but not outside of school hours.
- Those working with limited online access will get at least a weekly phone call during school hours.
- If teachers have concerns about the level of a pupil's engagement with remote learning, teachers will contact parents in the first instance and endeavour to understand why and what can be done to encourage the pupil. If lack of pupil engagement is persistent, then teachers will refer the situation to the Headteacher who will use their best endeavours to resolve any difficulties. If this does not improve matters to the satisfaction of the Headteacher, then they may need to consider addressing the problem as non-attendance or under the school's behaviour policy.
- Teachers will ensure that any complaints or concerns shared by parents and pupils are directly referred to the DSL/Headteacher in line with the Safeguarding/Complaint process
- Teachers will refer any behavioural or non-participation issues which they cannot rectify themselves to the Headteacher.

## 2.6 Teaching Assistants (TAs)

Teaching assistants are responsible for:

- Supporting pupils with learning remotely if they are 1:1 with a specific pupil
- Pupils with an EHCP are to be specifically supported by the TA who is employed to work with them.
- Work is adapted from the lessons planned by the teacher. The TA may use Google Classrooms and email/phone to further support pupils with SEND. Where necessary, printed copies of work may be produced by the TA.
- Feedback is given via Google Classrooms and by phone as above when required

- If TAs are working in school part-time, or are required to work from home during a lockdown, duties will be shared out amongst all the other staff who are on site.
- Encouraging, monitoring and assessing participation in remote learning taking an especially keen interest in vulnerable / pupil premium children. Reporting any concerns about low, ineffective or non-participation to the Teacher.

## **2.7 Subject leaders, including the SENDCO**

Alongside their teaching responsibilities, as outlined above, subject leads are responsible for:

- Ensuring that work set matches the curriculum plans in place, including any adaptations for catch up.
- Working with teachers teaching their subject to make sure work set is appropriate and consistent with school's plans and expectations.
- Working with other subject leads, the Deputy Headteacher and the Headteacher to make sure work set across subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other
- Monitoring the work set by teachers in their subject. However, for reading, writing and maths, this will be conducted by the Headteacher while the lockdown is in place via regular remote meetings and monitoring planning each week.
- Alerting teachers to resources they can use to teach their subject
- Liaising with leaders to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.
- Ensuring that pupils with an EHCP continue to have their needs met while learning remotely, and liaising with the Headteacher and other organisations to make any alternate arrangements for such pupils.
- Identifying the level of support or intervention that is required while pupils with SEND learn remotely.
- Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period.

## **2.8 Senior leaders**

Alongside any teaching responsibilities, senior leaders are responsible for:

- Coordinating the remote learning approach across the school.
- Ensuring that all vulnerable pupils including Pupil Premium and SEND pupils can access learning set and that arrangements are in place to oversee and monitor equality of opportunity.
- Monitoring the effectiveness of remote learning through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

## **2.9 Safeguarding and the Designated Safeguarding Lead (DSL)**

The DSL is responsible for:

- Ensuring that all within the school follow the Child Protection and Safeguarding policy.
- Being aware of, keeping up to date with, updating /supplementing any school policies and procedures and implementing any specific guidance relating to Child Protection and

Safeguarding arising from the circumstances surrounding the trigger for remote learning (e.g. [DofE Covid-19 remote learning guidance](#)).

- Are alert to, and alert staff to, any extra or changed risks associated with our remote learning
- Monitoring participation and engagement to ensure that pupils don't "drop away" from the school's education provision. (Children Missing from Education).

## **2.9 All Staff**

When attending virtual meetings with staff, external agencies, parents, and/or pupils:

- Staff are expected to dress as they would in school for formal external meetings
- When attending a remote meeting, choose a location that is quiet, tidy and where it is unlikely to be disturbed.

If staff are working in school part-time, or are required to work from home during a lockdown, duties will be shared out amongst all the other staff who are on site.

## **2.10 Pupils and Parents**

2.10.1 Staff can expect pupils supported by their parents to:

- Adhere to this policy at all times during periods of remote learning.
- Collect work from the school where required. If they really cannot collect such work (e.g. because they are quarantining) then they should contact the school and we will see if we can deliver it but we cannot promise to do so on every occasion.
- Upload their work to Google Classrooms when it is completed or where work is completed on paper only send that work into school as agreed with the teacher.
- Ensure that their work is completed to the best of their ability during the time set.
- Seek help and alert teachers if they are not able to complete the work through Google Classrooms.
- Report any technical issues to teachers and teaching assistants as soon as possible.
- Ensure they use any equipment and technology for remote learning as intended.
- Adhere to the school behaviour policy at all times and any additional remote learning specific behaviour guidance that the school might issue.

2.10.2 Staff can expect parents to:

- Adhere to this policy at all times during periods of remote learning.
- Make the school aware if their child is sick or otherwise cannot complete work.
- Seek help from the school if they need it.
- Be respectful and calm when making any complaints or concerns known to staff .
- Ensure their child is available to learn remotely at the agreed times and that the schoolwork set is completed on time and to the best of their child's ability.
- Report any technical issues to the school as soon as possible.
- Supervise their child appropriately whilst they are engaged in remote learning.
- Where using school-provided equipment, ensure their child uses the equipment in accordance with the loan agreement.

### **3. Early Years (Reception)**

The above refers repeatedly to Google Classrooms which is the remote learning platform we use for KS1 and KS2. In Reception, we use Tapestry but the principles and ways of working between the teachers and the pupils is broadly the same. Naturally, for Reception the nature of the work set and the type, frequency of interactions and feedback will be adjusted so as to be appropriate for 4-5 year olds.

Regular video challenges related to the relevant curriculum theme - covering a variety of areas of development across the week (e.g. physical development, expressive arts and design, communication and language, understanding of the world, literacy, maths and personal, social and emotional development).

A daily phonics activity linked to the letters and sounds planning using our school phonics scheme.

A daily reading activity.

A daily maths activity focused on practising key skills.

### **4. Who to contact**

If staff have any questions or concerns, they should talk to the following individuals:

- Issues in setting work – the Headteacher, relevant subject lead or SENDCO
- Issues with behaviour – Headteacher
- Issues with their own workload or wellbeing – the Headteacher
- Concerns about data protection – the Headteacher
- Concerns about safeguarding – talk to the DSL

### **5. Data protection**

#### **5.1 Accessing personal data**

When accessing personal data, all staff members will:

- Comply with GDPR regulations and only use school equipment- no personal devices to be used to access any personal data

#### **5.2 Sharing personal data**

Staff members may need to collect and/or share personal data such as, email addresses or telephone numbers, as part of the remote learning system. Sharing of any such data in relation to Remote Learning will only be within the school. Such collection of personal data applies to our functions as a school and does not require explicit permissions.

While this may be necessary, staff are reminded to collect and/or share as little personal data as possible online and to handle any such data in accordance with the school's GDPR policy.

#### **5.3 Keeping devices secure**

All staff members will take appropriate steps to ensure their school devices remain secure. This includes, but is not limited to:

- Ensuring their devices are only used with software and applications installed by the IT Department

- Respond and report urgently and appropriately to any security messages which might appear on their devices (not using the affected device further in such circumstances unless otherwise advised)
- Ensure their devices are made available to the IT Department for update promptly as and when required
- Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers, and special characters (e.g. asterisk or currency symbol)
- Making sure the device locks if left inactive
- Not sharing the device among family or friends
- Not using memory sticks for transferring data
- Seeking support from IT if you have any concerns about devices or software

## **6. Safeguarding**

Where children are being asked to learn online at home, the Department for Education has provided advice to support schools and colleges do so safely which we follow. That guidance can be found here:

[Covid-19 Operational Guidance for Schools](#) (includes sections on remote education, pupil wellbeing and support etc).

and

[Safeguarding and remote education](#)

The NSPCC and PSHE Association also provide helpful advice:

[NSPCC Learning - Undertaking remote teaching safely during school closures](#)

PSHE - [PSHE Association Coronavirus Hub](#)

DSLs will communicate all updates to the school community. It remains the responsibility of every staff member during this time to take responsibility to stay updated with the latest advice and guidance for safeguarding.

### **6.1 Online safety**

Where possible, all interactions will be textual and public.

All staff and pupils using video communication must:

- Communicate in groups – one-to-one sessions are not normally permitted unless parents are also in the room.
- Wear suitable clothing – this includes others in their household.
- Be situated in a suitable ‘public’ living area within the home with an appropriate background – ‘private’ living areas within the home, such as bedrooms, are not permitted during video communication.
- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute video material without permission.
- Ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they are visible.

All staff and pupils using audio communication must:

- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute audio material without permission.
- Ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they can be heard.

In exceptional circumstances, the school will consider whether one-to-one sessions are appropriate in some circumstances, e.g. to provide support for a pupil with particular SEND requirements. This will be decided, approved and supervised by the Headteacher in collaboration with the SENDCO.

Pupils not using devices or software as intended will be disciplined in line with the behaviour policy.

The school will ensure that all school-owned equipment and technology used for remote learning has suitable anti-virus software installed, can establish secure connections, can recover lost work, and allows for audio and visual material to be recorded or downloaded, where required.

The school will communicate to parents via newsletters and the website about any precautionary measures that need to be put in place if their child is learning remotely using their own/family-owned equipment and technology, e.g. ensuring that their internet connection is secure.

During the period of remote learning, the school will maintain regular contact with parents to:

- Reinforce the importance of pupils staying safe online.
- Ensure parents are aware of what their children are being asked to do, e.g. sites they have been asked to use and staff they will interact with.
- Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites.
- Direct parents to useful resources to help them keep their children safe online.
- Depending on the duration of the period over which remote learning is necessary, provide reports and feedback to parents on their child's educational progress via remote learning.

The school will not be responsible for providing access to the internet off the school premises and will not be responsible for providing or configuring online safety software, e.g. anti-virus software, on devices not owned by the school.

## **6.2 Safeguarding**

The DSL will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning.

The DSL will arrange for regular contact to be made with vulnerable pupils, prior to the period of remote learning in accordance with the policy.

Phone calls made to vulnerable pupils will be made using school phones where possible.

The DSL will arrange for regular contact with vulnerable pupils once per week at minimum, with additional contact, including home visits, arranged where required.

All contact with vulnerable pupils will be recorded in line with safeguarding procedures.

The **DSL** will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.

All home visits **must**:

- Have at least **one** suitably trained individual present.
- Be undertaken by no fewer than **two** members of staff.
- Be suitably recorded so that a full chronology is maintained.
- Actively involve the pupil.

The **DSL** will meet (in person or remotely) with the relevant members of staff weekly to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely.

All members of staff will report any safeguarding concerns to the **DSL** immediately.

Pupils and their parents will be encouraged to contact the **DSL** if they wish to report safeguarding concerns, e.g. regarding harmful or upsetting content or incidents of online bullying who will deal with any such incidents under the school's Child Protection and Safeguarding Policy.

## **7. Review Arrangements**

This policy will be reviewed regularly. As this version remains dependent on Covid-19 outbreak guidance it will be reviewed after one year (or sooner if required).

At every review, it will be approved by the relevant committee of the Governing Body.