ST. ANTHONY'S SCHOOL

Teaching and Learning Policy

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Contents

St. Anthony's School

Policy for Teaching and Learning

Introduction

This policy sets out the principles and expectations behind our approach, which is underpinned by the Teachers Standards and our school aims. This provides new and existing staff with a clear vision of the school's expectations.

The whole school team have been involved in feedback on this policy, so that the document reflects our philosophy and agreed policy for good practice.

Our School Aims

St. Anthony's School motto is 'Learning Together'. We have five aims for our children and they are:-

- A school where every member's unique contribution to the school community is valued and given the support and encouragement necessary to meet the demands of education and personal change.
- A school where each child receives a broad and balanced curriculum that is personalised to enable each child to fulfil their full potential.
- A school to allow all pupils to develop positive relationships, build skills in tolerance, patience, trust and compassion and to value themselves, others and the world around them.
- A school to foster in our pupils a 'can do' attitude and positive approach to learning.
- A school that recognises the value of education as a life-long process to assist them in acquiring the necessary skills and confidence to develop and adapt as individuals.

Our Vision

To provide high quality teaching that is differentiated and personalised to meet the individual needs of our pupils. This is special educational provision under Section 21 of the Children and Families Act 2014. We endeavour to ensure that such provision is available for all pupils. This policy aims to ensure that pupil's individual needs are addressed with sensitivity and flexibility.

Key features of Teaching and Learning

We believe that children learn most effectively when they experience personal success and develop independence and responsibility. Our prime focus is to monitor and evaluate our curriculum, attitudes and practices to ensure that each pupil maximises his/her potential. We base our teaching on our knowledge of the children's level of attainment on arrival at school. We strive to ensure that all tasks set are appropriate for each child's level of ability and employ a wide variety of methods and approaches in different contexts, at different times and with different groups of learners.

We consider that:-

Teaching is the process by which we plan and deliver provision which recognises the physical, social, emotional, cognitive and spiritual needs of each pupil.

Learning results in change for the learner –
> in developing confidence
> in the acquisition and application of skills, knowledge and understanding
> in becoming increasingly aware of the world around them
> in becoming increasingly independent and responsible

Teaching and **Learning** should therefore incorporate the following principles:

- Build on previous learning and interests, through purposeful application of knowledge in different situations.
- Be based on clear expectations of what pupils are expected to achieve by the end of the session.
- Allow each pupil to develop at their own pace and provide thinking time before answering questions.
- Use active, practical and first hand experiences
- Include close home/school links
- Involve pupils in discussing their own objectives/targets
- Recognise success and build self esteem
- Be presented in small structured and sequential steps
- Use of modelling
- Offer opportunities for repetition (to practice new skills and deepen understanding of new information).
- Be planned carefully in accordance with our intent, implementation and impact statements/progression of skills grids.
- Accept mistakes as a guide for future
- Take place through a variety of teaching planning styles, techniques, strategies contexts and environments
- Offer opportunities to generalise

Teaching and Learning Policy Aims

Our policy aims to:-

- Ensure the vision for our pupils as expressed in our Curriculum Statements of Intent are achieved through effective teaching and learning.
- Emphasise the importance of creating a school culture and ethos which is sensitive to the diverse social and emotional needs of our pupils and promoted through our differentiated pedagogies.
- Raise the level of pupil achievement by ensuring all pupils are supported in achieving their best through the application of effective pedagogy.
- Provide staff with clear indications of the school's expectations.
- Establish a range of good practices in respect of teaching and learning.
- Recognise that each pupil has a right to gain enjoyment in learning which reinforces his/her personal worth
- Ensure breadth, balance, relevance and differentiation
  - Provide a framework for effective teaching and successful learning

Effective Teaching

We recognise the benefits of effective provision in improving the long-term outcomes for children with SEND. Every child starting at our school will have an Education, Health and Care Plan. This outlines the particular needs of each child and recommends the resources, teaching programmes and multi-agency involvement related to meeting those needs.

When teaching we focus on motivating children and building on their skills, knowledge and understanding of the curriculum. We use a range of resources to provide a well-balanced and broad curriculum.

The importance of positive relationships is central to teaching and classroom management. Staff aim to establish positive working relationships with the children that they are supporting. We treat children fairly and give them equal opportunity to take part in class activities. All staff follow the school policy with regard to behaviour and classroom management. We praise and reward children for good effort and, by so doing, help to build positive attitudes towards school and learning in general.

Differentiation occurs in the support and intervention provided to different pupils. In some situations there may be no differentiation in content taught, but the questioning and scaffolding individual pupils receive in class as they work through problems will differ, with higher attainers challenged through more demanding problems which deepen their knowledge of the same content. Pupils' difficulties and misconceptions are identified through immediate formative assessment and addressed with rapid intervention. This is an inclusive approach to individual learners' needs, ensuring language, questioning, concepts and ultimately learning is accessible to all. All tasks are chosen and sequenced

carefully. Both class work and homework provide this 'intelligent practice', which helps to develop deep and sustainable knowledge.

Effective Learning

Maslow's Hierarchy of Needs puts the learner first, with the responsibility of ensuring the learner's needs are met. This can be physical; the physical environment of the school and classroom setting, social and emotional in relation to an individuals' needs and starting point, and the teachers' role in developing positive relationships.

We acknowledge that children learn in many different ways and we recognise the need for a suitable academic and holistic curriculum with strategies that allow all children to learn in ways that best suit them.

Our staff encourage our learners to be:

- Individual – Every child is unique. We build trust and ownership for the pupils to believe in themselves, to become as independent as possible.
- Communicative – We build positive relationships through active listening, speaking, turn-taking and negotiation skills.
- Respectful – We build skills in tolerance, patience, trust and compassion, so every pupil is valued and they are taught to value and respect others and the world around them.
- Happy – We build in confidence to have a go and enable the pupil to be successful.
- Responsible – We enable the pupils to understand themselves to be able to respond to themselves, others and the world they live in with the opportunity to become a lifelong learner.
- Resilient – We develop an 'I can do' attitude and a positive approach to learning, where pupils know how to ask for help when it is needed. We want pupils to be strong, capable, and responsible in order to live a fulfilled life.

Assessment

Please read in conjunction with the School Assessment Policy.

Teacher Assessment and our professional judgement of what the pupils are doing, achieving and retaining on a daily basis are essential to our focus on the individual pupils. Assessment and review are ongoing, and that learning outcomes provide information relevant to both pupil and teacher.

EHCPs are reviewed with the pupil and parents/carers through the Annual Review process on a yearly basis. New outcomes are set.

The 4 areas are continually assessed alongside the EYFS, St. Anthony's Steps and holistic outcomes. In Primary, evidence is collected using an Ipad– Evidence Me; daily work books and observations. Teaching staff in Secondary use subject based progress trackers and Classroom Monitor to track progress. Evidence Me is used to record observations in the Secondary Support Centre.

Other ways we report progress include
  ➢ Case studies
  ➢ Staff meetings – sharing work, work sampling, pastoral
  ➢ Moderation
  ➢ Topic books
  ➢ Holistic intervention
  ➢ Annual Reviews
  ➢ Target setting
  ➢ End of Year Reporting

Our expectation is that we develop the pupils to be able to move forward with their transition journey every year, into school, in to a new class, in to a new Department or in to a new setting, as appropriate for each individual.

Questioning

Some questions can be planned for, but some should be responsive to what is happening in the lesson. When considering planned questions, they should be to:
  • Check for understanding – i.e. hinge questions that students should be able to answer at a certain point in the lesson, before they move on.
  • Check for understanding (Rosenshine, 2012)
  • Provoke deeper thinking
  • Increase the ratio of participation and thinking of all students

Classroom Ethos

The ethos of the classroom has a major impact on the quality of teaching and on pupil learning and behaviour. We recognise that pupils learn best when:-

- The curriculum is relevant, challenging and achievable;
- They experience success
- They are happy, enthusiastic and motivated.
- They are involved in the learning process
- They know what is expected of them and have clear classroom routines.
- Their work is planned and delivered at an appropriate level
- The pedagogy is tailored to their learning needs.
- They have a good relationship with staff who treat them with respect
- There are positive links between home and school

Objectives

Therefore we must ensure that:-

- There is a well organised, welcoming, stimulating environment
- We provide care, tolerance, security and praise within a framework of high expectations
- We plan and display clear learning objectives
- Each pupil knows his/her own targets.
- EHCP and Subject Targets are evaluated regularly (at least termly) to assess the effectiveness and impact of the planned provision.
- We offer a wide and diverse range of teaching styles and learning experiences. The emphasis is on a multi-sensory approach that supports pupils with processing, sequencing and memory difficulties.
- Planning takes into account skills, concepts, resources, evaluation and assessment as well as content
- Co-operation exists between pupils/staff/parent/outside agencies

Classroom Organisation

Classrooms must be:
- kept tidy and uncluttered with pupils where possible having a level of responsibility for maintaining this;
- cleared at the end of each day with materials and equipment returned to their correct locations.
- organised to ensure easy access and set out to support the pedagogy most suited to the pupils' needs.
- organised with resources clearly labelled and accessible to the pupils where appropriate.

Classroom Display

- Display is important for:
- creating a stimulating and purposeful environment
- helping pupils to learn
- setting a high standard in pupil achievement
- creating a climate where pupils' work is valued
- helping to raise pupils' self-esteem

Celebrating the success of our learners

- Praise and encouragement
- Stickers
- Display of good work in classrooms and corridors
- Good work points
- Star charts to encourage learning ready behaviours
- Merits
- Merit certificates in assembly
- Pupils sent to SLT to show good work
- Phone calls, emails or postcards home to inform parents.
- Open Evening/parents evening/Annual Reviews
- Mention of individual achievement in a newsletter
- Recognition of achievement at Presentation Evening.
- Award of gift vouchers for high achieving pupils

The Role of Parents/Carers

Parents/Carers have particular insights about the strengths, skills, interests, preferences, aspirations, anxieties and difficulties of their children. Accordingly, the importance of meaningful communications and co-operation between the school and the pupils' parents/carers cannot be overstated and is a key contribution to learning. This communication is an important part of developing understanding of individual needs as well as praising students in line with school rewards policies.

Curriculum Design

Our intent is to enable each pupil's individual abilities to be maximised at school, in the home and in the community. This intent begins from the initial placement at the school, reading paperwork and meeting with parent/carers and previous settings to gather as much information as possible to begin the journey. Pupils are grouped according to their needs, abilities, and age.

- The Primary Curriculum: https://st-ants.org/web/primary-department/
- The Secondary Curriculum: https://st-ants.org/web/secondary-department/
- The Inclusive Curriculum: https://st-ants.org/web/inclusive-education/

A broad and balanced curriculum is in place to ensure high levels of interest and engagement whilst covering all areas required. The EYFS education programmes, National Curriculum and our inclusive curriculum provide the framework for us to decide what we intend the pupils to learn and develop in. Our progressive, structured curriculum meets a wide variety of needs and incorporates the full range of National Curriculum subjects at appropriate stages.

Secondary pupils work towards national accreditation up to, and including where appropriate, GCSE. The Curriculum is adapted and differentiated to enable pupils to make progress. Pupils in the secondary department will have the opportunity to access a wide range of opportunities to develop as young people. These include independent living, life skills and community learning in addition to the academic subjects, dependant on ability and individual needs. All the KS4 learning programmes are accredited.

Teaching staff have carefully considered the intent, implementation and impact of each curriculum area. This ensures continuity and supports transition between year groups and key stages. When teaching we focus on motivating children and building on their skills, knowledge and understanding of the curriculum. We use a range of resources to provide a well-balanced and broad curriculum.

The Inclusive Curriculum

The intent of the Inclusive Curriculum is to enable all pupils to achieve their personal goals; whether this is to be able to transition from one safe nurturing learning environment to another, or equally to be emotionally ready to interact with other peers or staff in the social setting of the school. It interacts with every subject area, every key stage and every pupil and staff member. All our pupils can access a range of bespoke, child centred support.

While our academic curriculum is a wonderful vibrant mix of subjects, options and opportunities. The Inclusive Curriculum understands that not all learners are ready to access this curriculum fully, or indeed at some points during their time as part of our school community, at all. The intent of the Inclusive Curriculum is that this 'readiness' or 'wellness' should not be a stop sign in the journey of these pupils. The inclusive Curriculum supports pupils holistically, medically, emotionally and pastorally, through:

- Bespoke Supportive and holistic interventions
- In house school employed therapists
- Speech and language therapy
- Pastoral systems and support for families
- The Secondary Support Centre
- Personalised Learning programmes
- Medical team and health care planning

Overview of bespoke support:

https://st-ants.org/web/wp-content/uploads/2020/06/Overview-of-Available-Support-Inclusive-Curriculum.pdf

We also offer a range of therapies and are committed to multi-agency working to ensure that the needs of the whole child are met. Where appropriate pupils have a care plan which identifies their care needs including personal care needs and the administration of medication when required. Professionals from other agencies including Speech and Language Therapy, Physiotherapy, Occupational Therapy, Sensory Support, (CAMHS) visit the school weekly as we hold in house clinics. As well as supporting individual pupils these professionals advise staff around strategies and offer training.

Timetables

The timetable is constructed in May each year and reflects the agreed curriculum balance across subjects for each phase of the school. All pupils have access to a visual timetable in class and secondary pupils have a visual timetable of their week in their student planners.

Training and Professional Development

Staff professional development is supported, in the context of the school's latest Ofsted report, our school and curriculum development plans, the Teachers' Standards and in response to the needs of pupils. We aim to ensure staff have the skills and knowledge they need to fulfil and excel in their role and provide an excellent education to our pupils.

Staff attend externally accredited courses such as "TEACCH" (for pupils with autistic spectrum disorders), TEAM TEACH (de-escalation and positive handling training) and other courses for pupils with SEND up to Masters level. All staff also receive in-house training throughout the year to support children with a wide range of complex needs. This includes the use of multi-sensory teaching, P.E.C.S., Makaton, handling and intimate care training. The SENCO attends network meetings to share good practice and is involved in running NOVIO (a SEND support network led through our school based partnerships). https://noviosupport.org/web/

Role of Governors

Our governors determine, support, monitor and review the school's policies on teaching and learning. In particular they:
- Support the use of appropriate teaching strategies by allocating resources effectively
- Ensure the school buildings and premises are effective in supporting successful teaching and learning
- Monitor teaching strategies in the light of health and safety regulations
- Monitor how effective teaching and learning is in terms of raising pupil attainment,
- Ensure that staff development and performance management policies promote good quality teaching
- Monitor the effectiveness of teaching and learning policies through the school self-review processes. These include the Head's reports to governors, the SDP and the work of the curriculum and school improvement council.
- Monitor the school's approach to providing remote learning to ensure education remains as high quality as possible

Blended Learning Appendix to T&L policy (in response to Covid-19)

This Appendix to the Teaching and Learning policy is to ensure the ongoing education of St. Anthony's students under unusual circumstances. This will future-proof against closures that could happen at any time: due to school closure from illness, epidemic, extreme weather, power-loss, etc. It also covers the ongoing education of students who cannot be in school but are able to continue with their education when the school is fully open. **This appendix should be read in conjunction with our Remote Learning Policy.**

This Teaching and Learning appendix for staff aims to:
- Ensure consistency in the approach to remote learning for students who aren't in school.
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

COVID19 Response
Extract from our Remote Learning Policy

In September 2020, all our classes returned to full-time education following the Covid-19 closure in March. Although we hope that the majority of our children will now have an uninterrupted experience, there is the possibility that an individual child, a class bubble, or indeed the whole school, will need to self-isolate for a period of time. We have therefore put in place a plan for remote learning so that all children can continue with their education.

Any adjustments we made or will make in the future that relate to COVID, will have these key principles:-

- Maintain a strong focus on consistently high teaching and learning inside and outside of the classroom
- Reduce the risk posed to all members of the school community due to COVID-19 variants of concern
- Focus on staff and students well-being.
- Students are not disadvantaged by experience, opportunity or resource
- Commitment to embedding the core values of the school

Home Learning Resources
Lesson resources will be available if students are absent for any reason or as a result of partial/full closure of school as directed by the government or Public Health England. St. Anthony's School use our Home Learning Zone for the basis of remote learning for all year groups. This is supplemented with paper packs where appropriate. Pupils also access Home Activities booklet. A Home Activities policy is available on request.

Extract from our Remote Learning Policy:

In the first instance, individual children will be directed to the relevant year/class group page of the Home Learning Zone of the school website which contains a variety of resources and activities for families to access. The resources will be relevant to what pupils would be covering in school.

Other resources

We may use recorded video to provide story time, instructional videos and as well as other school subscriptions listed on the school website.

Accessing our Home Learning Zone

Staff have worked hard to support our pupils and provide a range of fun and interesting activities to try at home. The Learning Zone can be accessed in the following way:

1) By clicking this link https://st-ants.org/moodle30/
2) By going to our school website https://www.st-ants.org/ and clicking on the **Home Learning Zone** tab
3) For those parents who would like to structure their child's day with a range of activities, there are a number of ideas and examples timetable by following this link: www.st-ants.org/moodle30/course/view.php?id=30#section-1

We are mindful of the challenges of operating in an unfamiliar environment in that:

- Online learning operates on a very different dynamic.
- Some subjects and activities do not lend themselves well to remote learning.
- For any partial closure of year groups, teachers will be still delivering lessons to students in school and covering for staff so may not be able to respond straight away to any communication.

St. Anthony's School staff will be proactive in ensuring that:

- We have access to and our familiar with the main functions of MOODLE and School Tube for year groups/classes, and that these are set up and continually adapted throughout the year.
- We are aware of any barriers to remote learning in order to provide accessible work.
- Parents and Students are made aware in advance of the arrangements in place for the continuity of education

Roles and Responsibilities
Teachers
When providing remote learning, teachers must be available between 08:30 and 1600. This may occur whilst the teacher is in school or at home in self-isolation, unless unable to provide learning.

If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

Teaching Staff should ensure that they:
- Have received appropriate training.
- Have computer-based teaching resources are available outside of school and that they can login with remote access
- Have access to key resources not available online at home e.g. key textbooks.
- Have access to a suitable device for home use and if this is not the case then staff should alert their line manager or IT manager.

When providing remote learning, teachers are responsible for:
- Setting work on MOODLE which is the basis for our VLE. Work should be set for the classes they teach.
- Allocating tasks to Support Staff to support with learning.
- Curriculum Leaders are responsible for monitoring and setting work if teachers are unable to.
- The SLT are responsible for liaising with Middle Leaders and teachers in making sure work set is following our Teaching and Learning policy
- SLT and Middle Leaders are responsible for liaising with our IT Team and teaching staff to support students who are unable to access remote learning.

Providing feedback on work
Teachers can give feedback in variety of methods that best suit the teacher and the student and should be in-line with the schools marking policy. Extract from Remote Learning Policy

> Pupils or their parents/carers can send any completed work/photographs to teachers via email. Work will receive an acknowledgement from a teacher or other school staff. This will not aim to replicate feedback on strengths and development in learning that parents/carers might expect when the school is open and working normally.

Keeping in touch with Students who aren't in school and their parents

- Teachers should aim to respond to emails from students within 24hours and from parents within 48 hours. Teachers are not required to answer emails outside of working hours.
- Any complaints or concerns shared by students or parents should be handled in the appropriate manner and passed to line managers if further concerns are raised. – **For any safeguarding concerns Please refer to Child Protection and Safeguarding Policy.**
- Any behavioural issues should be dealt with following the schools behaviour policy.

Attending virtual/live lessons and meetings with staff, parents and students
- Any 'live-streaming' should only be conducted on a voluntary basis. No staff member will be expected to deliver learning in this way. Similarly, the school will not direct any preferred approach nor encourage a preferred model of learning as a result of requests from students and/or families.

For all students attending live lessons remotely eg 'year group bubble closure'
- The schools policy on dress code should be followed.
- Make sure the locations is quiet and nothing inappropriate is in the background.
- Individual pupil meetings are to be attended with parents for safeguarding purposes.
- Under no circumstances should a student or parent record the lesson/meeting.

Support Assistants
When assisting with remote learning, Support Staff must be available between 0850 and 1515. This may occur whilst the Support Staff are in school or at home in self- isolation, unless unable to provide learning.

If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

When assisting with remote learning, Support Staff are responsible for:
- Supporting Students who aren't in school with learning remotely
- Supporting with telephone calls, emails and lesson resourcing.

Attending virtual meetings with teachers, parents and Students (Voluntary):
• The schools policy on dress code should be followed.
• Make sure the locations is quiet and nothing inappropriate is in the background.

Students

Staff can expect students learning remotely to:
- Be contactable during the school day – although consider they may not always be in front of a device the entire time.
- Complete work set by teachers or support staff
- Seek help if they need it, from teachers or Support Staff

Additionally for joining any live lessons offered by staff:
- To follow the set guidelines and behaviour policy.
- Show respect for everyone in the online classroom.
- Dress appropriately for all classes, thinking about respect for others;
- Ensure the location they log in from is appropriate, i.e. give consideration to background, camera angle, privacy, etc.;
- Seek to contribute to the class in a positive manner
- Not to record or share images of the lesson/class.

Parents

Staff can expect parents with children learning remotely to:
- Support the school to ensure students are learning and completing work set.
- Make the school and teachers aware if their child is sick or otherwise can't complete work.
- Seek help from the school if they need it e.g. accessing IT equipment.
- Be respectful when making any complaints or concerns known to staff.
- Ensure their child conducts themselves in an appropriate and positive manner;
- Ensuring their child or the parent does not record or share videos/images of the class.

Middle Leaders

Alongside their teaching responsibilities, curriculum leads are responsible for:
- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning.
- Working with teachers teaching their subject remotely to make sure all work is consistently set and appropriate.
- Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent
- Quality assurance of work set for independent learning tasks.
- Monitoring the remote work set by teachers in their subject – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set.
- Alerting teachers to resources they can use to teach their subject remotely.

Senior Leaders
Alongside any teaching responsibilities, Senior Leaders are responsible for:
- Co-ordinating the remote learning approach across the school.
- Monitoring the effectiveness of remote learning
- Quality assurance of provision provided across departments
- Ensuring teaching staff have access to a suitable device in their classroom or, in the event of closure, that teaching staff have suitable access at home and if not, supply them with a device during the closure period.
- Ensuring students have access to a suitable device in the event of closure, and if not look to supply them with one during the closure period.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.
- Safeguarding

IT staff
IT staff are responsible for:
- Fixing issues with systems used to set and collect work.
- Ensuring all students have signed the Acceptable User Policy (AUP).
- Helping staff and parents with any technical issues they're experiencing.
- Reviewing the security of remote learning systems and flagging any data protection breaches.
- Assisting staff, students and parents with accessing the internet or devices.

Governing Body
The governing board is responsible for:
- Monitoring the schools approach to providing remote learning to ensure education remains as high quality as possible.
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons.

Who to contact
If staff have any questions or concerns about remote learning, they should contact the following individuals:
- Issues in setting work – talk to the relevant Department Leader
- Issues with behaviour – Add to CPOMS and follow up with tutor/class teacher or Middle Leader
- Issues with IT or concerns about data protection – talk to IT staff.
- Issues with their own workload or wellbeing – talk to Filio staff appraiser
- Concerns about safeguarding – talk to any member of SLT (all registered DSLs).

DATA PROTECTION

When accessing personal data for remote learning purposes, all staff members will:

- Make sure they know how they can access the data, such as on the remote server, CPOMS.
- Know which devices they should use to access the data and how to authenticate data on CPOMS if staff have elevated access enabled.

Processing personal data

Staff members may need to collect and/or share personal data such as parent email addresses as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen. However, staff are reminded to collect and/or share as little personal data as possible online.

Keeping devices secure

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

- 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)
- Ensuring USB drives are encrypted – this means if the device is lost or stolen, no one can access the files stored on USB.
- Making sure the device locks if left inactive for a period of time.
- Not sharing the device among family or friends.

Installing antivirus and anti-spyware software – IT TEAM.

- Keeping operating systems up to date – always install the latest updates.

Safeguarding

Please refer to all safeguarding policies.

APPENDIX 2: Related School Policies

These are available from the school office upon request

- Assessment
- Behaviour
- Child Protection and Safeguarding
- Curriculum Planning and Statement
- Data protection
- Dress Code
- Home Activities
- Marking and Feedback
- Remote Learning