Lady Manners School

Remote Learning Policy

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Through our shared school values, we aim for all students to thrive, feel included and aspire to grow as individuals who contribute to society with empathy, integrity and positivity.

This document will be reviewed annually by the Governors' Curriculum and Students Committee and sooner when significant changes are made to the law.

Guidance from the Department for Education about school policies can be found here: https://www.gov.uk/government/publications/statutory-policies-for-schools-and-academy-trusts/statutory-policies-for-schools-and-academy-trusts

Contents

1.   Introducing our Remote Learning Policy

1.1   We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all students have access to the learning resources and support they need to succeed, especially when they are unable to attend school in person.

1.2   Our Remote Learning Policy lays out the responsibilities of each of the members of our school community in relation to the provision of remote learning capability to our students and details the practical and operational matters associated with this provision. This policy is predominantly relevant for whole school closures, but may also be used for individual students who are unable to attend school.

1.3   Its aims are to:

- Set out a framework for the effective operation of Remote Learning within our school.
- Set out our expectations for all members of the school community with regards to remote learning.
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning.
- Ensure students and staff are safe during remote learning.
- Ensure staff, parent, and student data remains secure and used in line with Data Protection regulations.

1.4   Our Remote Learning Policy will necessarily change in line with changing events, technologies and methodologies and as such will be regularly revised. Any changes will be communicated via our website and using our regular communication channels.

2.   Equalities Statement of Intent

Lady Manners School welcomes a diverse population of both students and staff. In order to consolidate and build upon this diversity, equality of opportunity and the absence of unfair discrimination is at the core of all the school's activities. The school will not unfairly discriminate in the recruitment or general treatment of staff or students.

The school is committed to promoting and developing equality of opportunity in all its functions and will seek to do this by:

- communicating its commitment to equality and diversity to all members of the school community;
- maintaining systems for implementation, monitoring, evaluation and review;
- treating acts of discrimination and other contraventions of this policy as a disciplinary offence.

The Governing Board has responsibility for ensuring that the school operates within the legal framework for equality and for implementing the policy throughout the school. In addition, each member of the school community is responsible for

preventing unfair discrimination or harassment or victimisation which it is within their control to prevent; and challenging or reporting such inappropriate behaviour if it occurs.

3.   Scope and Responsibilities

3.1   This Policy applies to all staff (including temporary staff, consultants, governors, volunteers, and contractors, and anyone else working on our behalf), students, parents and carers.

3.2   All staff are responsible for reading and understanding this policy before carrying out tasks relating to remote learning, and for following this policy, including reporting any suspected breaches of it to the appropriate Senior Leader or Governor.

3.3   All leaders are responsible for ensuring their team read and understand this policy before carrying out related tasks, and that they follow this policy, including reporting any suspected breaches of it.

3.4   Our Governing Board, Headteacher, Senior Leadership Team, Designated Safeguarding Lead (DSL), SENCO, IT Staff and Data Protection Officer (DPO) are responsible for dealing with breaches of this policy, including suspected breaches, identified risks, and monitoring compliance with this policy.

3.5   This policy should be read in conjunction with the school/trust HR advice and guidance.

4.   The Legal Framework

4.1   Relevant legislation, statutory instruments, statutory guidance and Department for Education guidelines are detailed below:

- Equality Act 2010
- Education Act 2004
- The General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- DfE (2023) 'Keeping children safe in education'
- DfE (2019) 'School attendance'
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Health and safety: responsibilities and duties for schools'
- DfE (2018) 'Health and safety for school children'
- DfE (2016) 'Children missing education'

4.2   The latest Government guidance can be found at: Providing remote education: non-statutory guidance for schools (publishing.service.gov.uk) - https://assets.publishing.service.gov.uk/media/63ea66238fa8f56130bbcc32/Providing_remote_education_non-statutory_guidance_for_schools.pdf

4.3   This Policy operates in conjunction with the following school policies and procedures:

- Assessment, Reporting and Marking Policy
- Attendance Policy
- Behaviour Policy
- Bring Your Own Device Policy
- Safeguarding and Child Protection Policy
- Staff Code of Conduct
- Data Protection Policy and associated Privacy Notices
- Health and Safety Policy
- Acceptable Use of ICT and Internet Policy
- Online Safety Policy
- Retention Policy
- Social Media Policy
- Special Educational Needs and Disabilities (SEND) Policy

4.4   The content of this section is not exhaustive, and these provisions are subject to continuous development.

5. Learning

5.1   We believe it is in the best interest of children engaging in remote learning to provide structured and sequenced remote learning, replicating their classroom experience as closely as possible, however we recognise that switching to remote learning will affect students and their families in a number of ways.

5.2   The learning methods selected will be based on:

- Being realistic and focusing on what is most important, recognising that remote learning can be more difficult for many students and providing appropriate support.
- Allowing flexibility in the completion of activities, understanding that families may have more than one child sharing home resources and that workspaces may be shared with multiple family members, including by designing activities that are accessible for all students, including those working offline.
- Ensuring remote education practices are inclusive including by tailoring the remote curriculum for students with SEND

5.3   We will use a range of delivery methods including:

- Directed online learning - Sign-posting to online learning resources
- Hard copy learning - Provision of hardcopy resources to complete offline
- Remote live lessons - Lesson delivered to camera, students log in to a platform to participate.
- Remote pre-recorded lessons - Staff delivery of lessons to camera (with no student presence) and made available to students online to access in their own time

- Synchronised learning - Staff delivery of lessons with both in school and remote student attendance

6. Resources

The school will provide a combination of teaching and learning resources to support remote learning including, but not necessarily limited to:

- Work booklets
- Projects
- Past and mock exam papers
- Current online learning portals
- Educational websites
- Reading tasks
- Remote learning platforms and tools
- Pre-recorded video or audio lessons

7. Equipment

7.1 Students will need to use their own or family-owned equipment to access remote learning resources, unless the school agrees to provide or loan equipment, e.g. laptops.

7.2 For students who cannot access digital devices at home, we will, where possible, apply for support from the government to provide devices.

7.3 If a student is provided with school-owned equipment, the student and their parent will need to sign the Acceptable Use Agreement on receipt of the equipment.

8. Remote Learning Platforms & Online Learning Tools

8.1 The Use of Remote Learning Platforms and Online Learning Tools is key to our ability to offer flexibility in our learning provision and offers the chance for greater efficiency, improved connectivity and collaboration between staff, governors and students, and flexible access to education for vulnerable and hard to reach children, supporting safeguarding and wellbeing agendas.

8.2 These tools will further support students who may currently be learning through Virtual Schools, or in hospital, to feel more integrated into the school community.

8.3 We will ensure that the platforms and tools we use are secure, maintain privacy and have enterprise level security.

9.   **Safeguarding**

9.1   Safeguarding and child protection remains as important in this environment as anywhere else, and staff members will apply the school's safeguarding guidance to remote learning, just as they would to classroom working - staff who become aware of any child protection concerns will continue to follow established safeguarding procedures.

9.2   We will adhere to all additional guidance on delivering learning for those children access provision at home

9.3   When working remotely, we will ensure that the current Child Protection & Safeguarding Policy along with any addendums is adhered to at all times.

9.4   Clear reporting routes for students, staff, parents and carers to raise any safeguarding concerns in relation to remote online education are outlined in the Child Protection Policy and communicated to all children and staff.

10.   **Data Protection**

10.1   Data Protection remains as important in this environment as anywhere else, and staff members will apply the school's Data Protection Policies to remote learning, just as they would to classroom working - staff who become aware of any data breaches will continue to follow established data protection procedures.

10.2   This includes maintaining the same high standards of data protection, when sharing events and lessons remotely, as we would sharing any other sensitive, personal or confidential data.

10.3   Recording individuals will generate personal data including student images, names, contributions, login and contact details and will be protected, processed and retained in the same way as all personal data, in line with the schools Data Protection Policies and Privacy notices and in accordance with our other policies including Acceptable Use, Off Site Working and Bring Your Own Device policies, as well as our Retention Schedule.

10.4   The Data Protection Act, UK GDPR and our policies require us to assess the lawful basis for Data Sharing and the Data Protection suitability of providers of services/platforms, and this information will be published in our Privacy Notices.

10.5   We will carry out DPIAs of third party processors supplying remote and online learning and/or communications platforms and for any other processing deemed to require such.

10.6   We will follow our IT security and Acceptable Use Policy when communicating with parents and students.

10.7 We will follow the procedures in our Data Protection Policy for recording, reporting and responding to data breaches, suspected data breaches and cyber security incidents.

11. Wellbeing

11.1 In addition to safeguarding, student wellbeing is a significant consideration in our planning for remote learning.

11.2 We will ensure our remote learning curriculum factors in support for students' mental and physical wellbeing and considers differentiation in our students.

This includes scheduling regular breaks in teaching, recommending fresh air and exercise-based activities and by ensuring a reasonable balance between online and offline activities.

12. School and Home Communications

12.1 Maintaining a sense of community with parents, carers and students is very important to us and we will provide regular communication to parents about any general measures that need to be put in place if their child is learning remotely.

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

- Ensure parents are aware of what their children are being asked to do and when.
- Reinforce the importance of children staying safe online.
- Provide further information as the necessity arises.

13. School Responsibilities

13.1 Each member of our school community plays a part in the safe and effective delivery of remote learning. These responsibilities are outlined below.

13.2 Our governing body is responsible for:

- 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 including to ensure that the curriculum remains fully accessible and inclusive to all.

13.3 Our Headteacher has overall responsibility for:

- Ensuring the schools remote learning approach is effectively communicated to the whole school community and providing regular and

timely updates as dictated by any circumstances relating to the invocation of a period of remote learning.

- Co-ordinating and monitoring the effectiveness of remote learning delivery across the school, including to ensure that the curriculum remains fully accessible and inclusive to all.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.
- Overseeing that the staff and students have the resources and appropriate training necessary to ensure effective remote learning in accordance with this policy.
- Ensuring the relevant policies are available to the school community at all times.
- Ensuring that there are arrangements in place for identifying, evaluating, and managing the risks associated with remote learning, including putting procedures and safe systems of learning into practice, which are designed to eliminate or reduce the risks associated with remote learning.
- Ensuring that there are arrangements in place for monitoring incidents associated with remote learning.
- Managing the effectiveness of safeguarding measures through a robust system of reporting, investigating, and recording incidents.
- Ensuring that students identified as being at risk are provided with necessary information and instruction, as required.
- Managing the effectiveness of health and safety measures through a robust system of reporting, investigating, and recording incidents including that the relevant risk assessments are carried out within the agreed timeframes.
- Managing the effectiveness of data protection measures through a robust system of reporting, investigating, and recording incidents including the relevant Data Protection Impact Assessments are carried out prior to sharing student (or other high risk) information.
- Regular reviews of the effectiveness of this policy.

13.4   The Governors and Headteacher are responsible for liaising with the Data Protection Officer to ensure:

- all staff are aware of the data protection principles outlined in the GDPR.
- all Data Protection Policies and Privacy Notices are updated to reflect remote learning platforms.
- that all learning platforms, apps, games, communication platforms, computer programs used for remote learning are compliant with the GDPR and the Data Protection Act 2018 and where necessary, Data Protection Impact Assessments have been carried out.
- all staff understand and follow the procedures for data breaches

13.5   The DSL is responsible for:

- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.
- Liaising with the IT technicians to ensure that all technology used for remote learning is suitable for its purpose and will protect students online.

- Identifying vulnerable students who may be at risk if they are learning remotely.
- Ensuring that child protection plans are enforced while the student is learning remotely, and liaising with the headteacher and other organisations to make alternate arrangements for students who are at a high risk, where required.
- Identifying the level of support or intervention required while students learn remotely and ensuring appropriate measures are in place.
- Liaising with relevant individuals to ensure vulnerable students receive the support required during the period of remote working, ensuring all safeguarding incidents are adequately recorded and reported.

13.6   The SENDCO is responsible for:

- Liaising with the IT technicians to ensure that the technology used for remote learning is accessible to all students and that reasonable adjustments are made where required.
- Ensuring that students with EHC plans continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternate arrangements for students with EHC plans and IHPs.
- Identifying the level of support or intervention that is required while students with SEND learn remotely.
- Arranging additional support for students with SEND which will be unique to the individual's needs.
- Ensuring that the provision put in place for students with SEND is monitored for effectiveness throughout the duration of the remote learning period.

13.7   IT Staff are responsible for:

- Reviewing the security of remote learning systems and flagging any security breaches to the Data Protection Officer.
- Overseeing that any IT equipment used for remote learning is resilient and can efficiently recover lost data.
- Ensuring that all school-owned devices used for remote learning have suitable anti-virus software installed, have a secure connection, can recover lost work, and allow for audio and visual material to be recorded, where required.
- Ensuring that any programs or networks used for remote learning can effectively support a large number of users at one time, where required, e.g. undertaking 'stress' testing.
- Working with the SENDCO to ensure that the equipment and technology used for learning remotely is accessible to all students and staff.

13.8   Teaching & Learning staff are responsible for:

- Ensuring students are shown how to use the remote platforms and other tools to be utilised in the delivery of remote learning.
- Create learning plans in line with this policy.
- Adhering to this policy at all times during periods of remote learning.

- Taking appropriate steps to ensure their devices remain secure in line with the IT Security and Acceptable Use Policy including by setting privacy settings on devices used to deliver or engage in remote learning to an appropriate level to protect themselves and the students/parents involved
- Reporting any safeguarding incidents to the DSL and asking for guidance as appropriate.
- Reporting any health and safety incidents to the health and safety officer and asking for guidance as appropriate.
- Reporting any Data Protection incidents to the DPO 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.
- Liaising with the SENCO and other relevant members of staff to ensure all students remain fully supported for the duration of the remote learning period.
- Reporting any defects on school-owned equipment used for remote learning to an ICT technician.
- Adhering to the requirements of the policies listed in section 3 including as they relate to remote learning.

13.9   Specific responsibilities are detailed below:

13.9.1 Teachers

When providing remote learning in the event of a school closure, teachers must be available between 9 am and 3.35 pm. When providing remote learning for group, teachers must ensure they are available at the times when they normally teach that group.

If teachers are 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 providing remote learning, teachers are responsible for:

- Providing appropriate work for all their classes each day
- Ensuring that the amount of work provided enables students to keep learning for the same amount of time that they would if in school
- Setting work in a timely fashion each day so that learning can begin by 9.15 am for all students
- Uploading suitable activities e.g. worksheets, PowerPoint presentations, web-links onto Moodle in the appropriate sections
- Uploading suitable assignments for students to complete and hand in for feedback on Class Charts with appropriate deadlines in line with the homework and assessment , reporting and marking policies
- Providing live lessons for students where appropriate e.g. if a whole year group/class is learning from home

- Liaison with their colleagues and curriculum leaders to ensure that there is consistency of provision across a year group and work provided is of a high quality
- Monitoring the engagement of students with remote learning and alerting relevant pastoral or curriculum leaders to any concerns
- Undertaking appropriate training when needed to provide high quality remote education for students of all ages and abilities
- Behaving professionally at all times when working with students remotely

Providing feedback to students:

- Feedback should be given to students on all assignments that would have been given feedback in ordinary circumstances
- Frequency of feedback on assignments should remain in line with the marking policy but the frequency may need to be more often if there is a prolonged need for remote learning. Curriculum leaders will advise on this in consultation with SLT
- Verbal feedback to students can be given via arranging an online meeting with a whole class or subgroup of the class when appropriate but teachers are not routinely required to do this
- Teachers should respond to student questions using ClassCharts where appropriate during any period of remote learning.

Attending meetings:

Teachers should attend all virtual meetings that replace any of the usual face-to-face meetings.

Meetings include:
- Curriculum/faculty meetings
- Staff briefings
- Whole school meetings
- CPD and other training
- Appraisal meetings
- Parent / Carer meetings

13.9.2 Teaching Assistants
When assisting with remote learning, teaching assistants must be available between their normal working hours.

If 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, teaching assistants are responsible for:

- Supporting students who are not in school with learning remotely in particular those with a SEND need

- Liaison with the SENDCo and SEND manager to ensure they provide support for the right students in the most effective ways
- Liaison with particular students and families where a student has an EHCP
- Updating Edukey with information about support provided or conversations with students and parents
- Attend virtual meetings to support the SENDCo
- Undertake any remote CPD that is deemed appropriate by the SENDCo or SEND manager
- Work with small groups or individuals who need to catch up with learning when returning to school if they have been unable to access/engage with remote learning

13.9.3 Curriculum Leaders

Curriculum leaders are expected to follow all the roles and responsibilities of a teacher identified in 2.1. In addition the curriculum leaders 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 set is appropriate and consistent
- Ensuring that Moodle is kept up to date with appropriate learning resources and information for students
- Working with other subject leads, directors of learning and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other
- Assisting in guiding the work of teachers related to remote learning in their subject areas in conjunction with their director of learning
- Monitoring the remote work set by teachers in their subject through regular meetings with teachers and reviewing work set on Moodle, Class Charts and other platforms
- Providing guidance to teachers on effective remote learning strategies and appropriate tasks and activities
- Ensuring that remote learning across their subject specialism is effective in providing a high quality of education for all students of all abilities
- Ensuring best practice is shared amongst teachers
- Providing or sourcing appropriate training for teachers to improve expertise in remote learning

13.9.4 Senior Leaders and Directors of Learning

Senior leaders and directors of learning are responsible for:

- Co-ordinating the remote learning approach across the school led by the Senior Assistant Headteacher
- Monitoring the effectiveness of remote learning through regular meetings with curriculum leaders, reviewing work and seeking feedback from students and parents

- Monitoring the security of remote learning systems, including data protection and safeguarding considerations led by the Deputy Headteacher
- Providing suitable training for staff and researching new ways to use technology effectively
- Ensuring all students have equal opportunities to learn effectively including providing support with ICT needs where possible for students in receipt of student premium funding

13.9.5 Pastoral Leaders, Form Tutors and Support Staff

All pastoral staff and support staff are responsible for:

- Making contacts with students and families to check on student well-being
- Providing students and parents with support and information
- Checking on students who have not accessed remote learning and passing on concerns
- Providing paper copies or other forms of work for students who struggle to access learning online

13.9.6 Students and Parents/Carers

School expects students learning remotely to:

- Check Moodle daily during normal school hours to access learning activities and resources
- Check Class Charts daily to access work and details of remote live lessons
- Complete work to the deadline set by teachers and upload assignments if appropriate to Class Charts by due dates
- Seek help if they need it via the message facility in Class Charts or via Moodle forums or live lessons
- Attend all remote live lessons when provided
- Abide by appropriate behaviour guidelines for remote live lessons
- Alert teachers if they are not able to complete work

School can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work
- Download the Class Charts application to receive communications regarding any remote learning
- Ensure their child abides by the correct behaviour routines when attending remote live lessons
- Seek help and support from the school if they need it
- Support and encourage their child in accessing remote learning
- Not interrupt or attend remote live lessons
- Be respectful when making any concerns known to staff

Appendix 1: Student Code of Conduct / Behaviour Policy: Remote Learning Addendum

Introduction

This addendum supplements the school's Behaviour Policy during periods of remote learning. If any conflict arises between this addendum and the school's Behaviour Policy this addendum shall prevail during such periods.

Students must ensure they have read and understood the contents of this Code of Conduct addendum before engaging in tasks relating to remote learning and must adhere to this Code of Conduct at all times during periods of remote learning, including reporting any suspected breaches of it to the school.

Students are responsible for:

- Taking care of their personal information.
- Only sharing their image or using their camera in line with the parental consents recorded on their school file.
- Taking reasonable steps to prevent unauthorised access to devices that are being used to access remote learning.
- Ensuring the privacy of all individuals participating in events and lessons via video conferencing or other remote means, by not sharing any sensitive, personal or confidential data, this includes:
- Not using the information / contact details / images obtained for any other purpose than learning.
- Not copying (by means of screen grab, photo or other means) or recording any element of an online lesson and disseminating or distributing it in any way.
- Informing an appropriate member of school staff as soon as is reasonably practical if they become aware of a data security risk or breach.
- Informing an appropriate member of school staff as soon as is reasonably practical if they have worries or concerns about the wellbeing of any of their peers.
- Adhering to the Behavioural Policy / Code of Conduct for Students / Online Safety Policy / Social Media policy at all times.
- Ensuring they have access to remote learning material and notifying an appropriate member of school staff if they do not have access.
- Reporting any technical issues to an appropriate member of school staff as soon as possible.
- Ensuring they are available to learn remotely during the school day/ normal school timetable, and that their schoolwork is completed on time and to the best of their ability.
- Informing an appropriate member of school staff as soon as possible if they are feeling unwell or if schoolwork cannot be completed for whatever reason, and for following the Attendance and Absence Policy.
- Maintaining the upkeep of any equipment they use to access remote learning resources.
- If a student is provided with school-owned equipment, signing and adhering to the Acceptable Use Agreement/Codes of Conduct prior to commencing remote learning.

Appendix 2: Parental Code of Conduct: Remote Learning Addendum

This addendum supplements the school's Home School Agreement during periods of remote learning. If any conflict arises between this addendum and the school's Home School Agreement this addendum shall prevail during such periods.

We believe parents can most effectively facilitate and participate in their children's remote learning by working in partnership with the school and staff.

As part of this partnership, parents are asked to support their child in adhering to the contents of the Student Code of Conduct: Remote Learning Addendum at all times during periods of remote learning.

We encourage parents to communicate any issues with remote learning, safeguarding, student welfare, wellbeing or data protection to an appropriate member of school staff as soon as possible.

If a student is provided with school-owned equipment, the student and their parent will need to sign the Acceptable Use Agreement/Codes of Conduct prior to commencing remote learning.
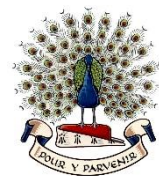
Appendix 3: Remote Learning Policy for BTEC Courses

Aim

- To ensure consistency in the approach to remote learning for students who are not in school
- To ensure that the delivery meets the guidelines set by the BTEC awarding body
- To ensure that the assessment methodology is valid, reliable and does not disadvantage any group or individual learners
- To set out expectations for all members of the school community with regards to remote learning

In order to do this, teachers at Lady Manners School will:

- provide remote learning in the event of a school closure between 9.00am and 3.35pm
- provide remote learning for a group at the times when they normally teach that group
- provide appropriate work for all their classes each day
- ensure that the amount of work provided enables students to keep learning for the same amount of time that they would if in school
- set work in a timely fashion each day so that learning can begin by 9.15am for all students
- upload suitable activities onto Moodle in the appropriate subject areas
- upload suitable BTEC assignments for students to complete and hand in for feedback on Class Charts, with appropriate deadlines in line with the homework and assessment, reporting and marking policies and in line with BTEC awarding body requirements
- ensure that BTEC assignment briefs are appropriate for remote learning environments
- ensure that students have access to any necessary technology required for a BTEC assignment
- ensure that BTEC assignment briefs are delivered in person via a live lesson
- provide live lessons for students where appropriate e.g. if a whole year group/class is learning from home
- ensure there is a mechanism for students to ask questions about their work through the facility on Class Charts or in the chat section on a live lesson
- liaise with their colleagues, curriculum leaders and the Lead Internal Verifier to ensure that there is consistency of provision across a year group and work provided is of a high quality
- monitor the engagement of students with remote learning and alert relevant pastoral or curriculum leaders to any concerns
- undertake appropriate training when needed to provide high quality remote education for students of all ages and abilities
- ensure that BTEC assignment deadlines can be met by any student learning remotely
- provide timely feedback to students using the codes outlined in the marking policy and in line with BTEC awarding body feedback requirements
- ensure submitted work is authentic by running plagiarism checks and that it has been completed by the learner
- ensure that submitted work is stored securely in line with the awarding body requirements

The Internal Lead Verifier will have responsibility for the above, overseen by the Quality Nominee (Deputy Headteacher responsible for examinations and vocational / BTEC programmes).

This policy will be reviewed annually by the Quality Nominee (Deputy Headteacher responsible for examinations and vocational / BTEC programmes).