

Home and Remote Learning Policy

Vision: Grow - Flourish - Achieve

Mission: Growing Flourishing Achievers through an innovative and sustainable learning environment that fosters academic excellence with holistic development.

Introduction

At GEMS Founders School Masdar City (GFA), we believe that providing students with opportunities to reinforce learning, develop essential skills, and cultivate a sense of responsibility is essential to their learning and development.

The GFA Home Learning Policy outlines the guidelines and expectations for assigning, completing, and assessing home learning. It clarifies the roles of students, teachers, and parents to ensure that home learning is purposeful and meaningful.

Home learning is tailored to meet the diverse needs of students and varied to maintain a purposeful balance between routine tasks and novel challenges. It supports the reinforcement of learning, encourages creativity, and fosters independent thought.

This policy also establishes guidelines for ensuring continuity of education through remote learning during emergency school closures. It aims to provide a structured approach to digital learning while maintaining academic integrity and student engagement.

Optional Home Learning

Home learning fosters a strong partnership between home and school, supporting the GEMS values: Excellence, Always Learning, One Team, and Care. Home learning provides students with opportunities to reinforce and deepen their understanding of what they have learned in class or engage in pre-learning activities.

An Optional Home Learning approach ensures that tasks cater to individual student needs, offering varied activities that allow students to choose tasks aligned with their learning preferences and skills. This approach encourages students to challenge themselves without feeling overwhelmed.

Home learning covers a range of subjects, supporting a well-rounded education. Tasks which encourage cross-subject links foster a sense of curiosity and intellectual engagement, while more structured assignments encourage time management and responsibility, reinforcing the importance of daily practice.

Home learning in the Secondary phase is often more specialized and course specific. Assignments may be research-intensive, requiring students to delve deeply into the subjects and units of study.



Frequency and Time Allocation

Optional home learning is typically communicated on a weekly basis, rather than daily. This structure considers the diverse contexts of families within the country and provides greater flexibility in managing learning time at home.

FS1 and FS2

(Books in line with the reading level of the child in addition to library books chosen by the child)
In addition to reading, the school shares a Weekly Learning Overview that includes activities that promote fine motor skills, creativity, art projects, interactive games in addition to opportunities for students to practice math and literacy outcomes.

Year 1 – 6

Students are expected to read for 20 minutes each day, which can include independent reading, reading with an adult, or a mix of both.

A Weekly Learning Overview with optional home learning will be shared with parents with tasks including practice questions, projects and collaborative tasks. This will include online as well as practice book-based activities.

Students who require additional practice of certain skills will receive additional tasks as needed.

Year 7 – 8

Optional home learning is for practice and extension purposes. Students are expected to complete up to 1 hour of home learning for each subject. Weekly home learning is closely tied to assessment preparation, helping students develop effective study habits, time management skills, and a comprehensive understanding of the subjects they are studying.

Parental Involvement

Parents play a key role in supporting their children with home learning. Parents are encouraged to create a conducive learning environment at home and engage in open communication with teachers regarding any challenges or feedback. Strengthening these communication channels between home and school promotes a collaborative learning environment.

Parents are encouraged to engage with their child during home learning time especially in the Foundation Stage and Primary, making it a positive bonding experience. Secondary school students should be capable of managing their workload, researching independently, and applying critical thinking skills to their assignments. They should be able to communicate strengths and challenges themselves; however, parental communication with the school and teachers regarding challenges and needs is always welcomed.

Feedback and Evaluation

Optional home learning is not formally graded, especially in Primary as this may not always be an accurate measure of student ability, given the varying levels of parental support. Instead, home learning tasks will be checked to provide feedback that encourages growth and improvement. Online home learning is self-marked with e-certificates or reward tokens/nuggets often awarded upon completion of a task.



Flexibility and Accommodations

To enable all students to fully engage in home learning, accommodations are available to promote equitable and inclusive learning experiences. These accommodations may include flexible deadlines, tailored assignments, alternative learning formats, individualized support, and accessible resources.

Collaborative Learning

Home learning can provide opportunities for students to engage in collaborative activities, such as group projects or peer reviews. These activities foster teamwork, communication, and interpersonal skills, promoting a sense of community and shared learning experiences.

Alignment with Curriculum

Home learning tasks assignments align with broader curriculum goals, ensuring they contribute to the mastery of key concepts and essential skills. The tasks reinforce classroom learning, deepen understanding, and prepare students for future lessons. This alignment ensures that home learning serves as a meaningful extension of the educational experience rather than a disconnected task.

Balancing Academic Rigor and Well-being

The GFA Home Learning Policy balances academic rigour with student wellbeing, providing challenging and meaningful learning experiences without compromising students' wellbeing. By focusing on optional, purposeful tasks, a balanced workload, clear communication, and support for wellbeing practices (e.g., advising students to take breaks, manage time effectively, etc.), we aim to foster a holistic and supportive learning experience.

Technology Integration

As part of our sustainable approach, children have access to a variety of online learning platforms to support their learning.

Digital tools will be incorporated into home learning to enhance student engagement and provide students and teachers with access to a comprehensive range of resources. Only digital tools that have received school approval may be utilised, and these must be employed with careful attention to safety and responsible usage.

Year Groups	Online Platforms
FS1 and FS2	Arc Pathway Monitoring and assessing students' progress through this digital platform where the teachers will share photos and write about what they are doing at school. Parents also have the opportunity to share photos from home. https://www.arcpathway.com/parents
FS1 – Year 2	Active Learn – Bug Club/ Bug Club Phonics A digital library with a wonderful collection of e-books for the enjoyment of Phonics and Reading. https://www.activelearnpradimary.co.uk
Year 1 - 6	Times Tables Rock Stars A gamified engaging platform to master their timetables in a speedy and fun manner. https://trockstars.com
Year 3 – 8	Century AI driven, personalised tasks for Maths, English and Science.



	https://www.century.tech
Year 4 – 6	Linguascope Fun and interactive French activities for younger learners. https://www.linguascope.com
Year 7 – 8	Language Nut Fun and interactive French activities for older learners. https://www.languagehut.com/en-us/
Year 2 – 9	ReadingWise

Practice Books

Year Groups	Books
Year 1 – 6	CGP Science Practice Book CGP English Targeted Question Book White Rose Maths Practice Journal
Year 4 – 6	CGP French Practice Book
Year 7 – 8	CGP English Grammar Practice Books Pearson Maths Textbook Pearson Science Textbook Geog 1 / Geog 2 Geography Textbook Pearson French Textbook
Year 2 – 8	Ministry of Education Textbooks (Arabic, Islamic, Social Studies, Moral Education, MSC)

Remote Learning

In the event of any emergency school closures.

Platforms & Tools

Primary Platform: EYFS – Arc Pathway; Year 1 – 9: Microsoft Teams.

Communication: Email, Phoenix Classroom (Parent Portal).

Learning Resources: Digital textbooks, recorded lessons, interactive quizzes

Assessment Tools: Online quizzes, project submissions. Assignments, photos of student work

Learning Schedule & Attendance: A daily/weekly schedule will be provided with structured lesson timings. Students are required to log in daily and participate actively in virtual sessions.

Attendance will be monitored through digital check-ins and participation in discussions.

Teacher and Student Expectations

For Teachers:

- Provide clear lesson plans and learning objectives.
- Conduct live or recorded lessons based on curriculum requirements.
- Offer timely feedback and support to students.



For Students:

- Attend all scheduled virtual classes and complete assignments on time.
- Engage in discussions and group activities.
- Follow school guidelines for digital behavior and academic integrity.

Parental Support and Communication

Parents are encouraged to set up a dedicated learning space at home.
Regular updates will be shared via email and the school portal.
Parent-teacher meetings may be conducted virtually as needed.

Assessments

Online assessments (where applicable) will be scheduled periodically.
Projects and assignments will be graded based on predefined rubrics.
Final standardised assessments, if applicable, may be conducted in a monitored online format or rescheduled upon school reopening.

Cybersecurity and Digital Safety

All students must adhere to responsible online behaviour.
School devices and platforms must be used only for academic purposes.
Teachers and students should report any cybersecurity concerns immediately.
Refer to our E-Safety, Behaviour and Acceptable use/BYOD Policies.

Policy Review

This policy is subject to updates based on emerging needs and technological advancements.
Feedback from students, parents, and staff will be considered for continuous improvement.

Appendix A

EYFS Weekly Learning Overview Example

Maths, Literacy and Phonics teaching Power Point Presentations can be accessed on Phoenix Classroom:
<https://gems.phoenixclassroom.com/Account/login>

	This Week's Learning	Next Week's Learning	Optional Home Learning
Phonics	<ul style="list-style-type: none"> • This week the students explored a range of environmental and instrumental sounds that they should already be familiar with e.g., doorbells, tambourine and cars. 	<ul style="list-style-type: none"> • Focus Graphemes: s, a, t, p • Identify the letters and their sounds. • Form the letters. • Practise oral blending and segmenting (as, at, sat, pat). 	<ul style="list-style-type: none"> • Can you do a sound walk around the house? What sounds can you identify? • We would love to see your child do this activity. Please upload any photos you may have to Arc Pathway.



Literacy	<ul style="list-style-type: none"> This week, we introduced the 'Colour Monster' by Anna Llenas. The children created their own colour monsters and we explored the different emotions in the book by relating it to real life experiences. 	<ul style="list-style-type: none"> Next week, we will focus on the different colours relating to the specific emotions in the book through hands on experience such as sorting and matching. We will encourage self-expression and sharing of our feelings through different types of music and art. 	<ul style="list-style-type: none"> Students can try to create their own colour monster at home using different materials. Students to discuss their feelings with parents. How do they feel after this week of school? How do they feel when they play with new friends?
Maths	<ul style="list-style-type: none"> Count objects, actions and sounds (counters, numi-cons, blocks and number cards.) I can subitise to 5 (I can add numbers to make 5) make with numi-cons on tuff trays. Link the numeral with the number value. Number card with pictures. Comparing numbers. One more/one less. (Use counters or objects to compare). Comparing numbers. One more/one less. (Use counters or objects to compare). 	<ul style="list-style-type: none"> Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0-5 and to 10. Select, rotate and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it. Continue, copy and create repeating patterns. Compare length, weight and capacity. 	<ul style="list-style-type: none"> Please upload any additional math work your child completes at home on arc pathway. We would love to see them working in different environments. Please try to revise the activities that have been shared in the presentation as mentioned these are some of the early learning goals, we will be working towards these throughout the year.
Arabic	<ul style="list-style-type: none"> How old are you? Where do you live? كم عمرك؟ أين تعيش؟ 	<ul style="list-style-type: none"> Geometric shapes Square, triangle, circle, rectangles. الأشكال الهندسية مربع، مثلث، دائرة، مستطيل 	<ul style="list-style-type: none"> من فضلك ممكن أن تجعل طفلك أن يعرف عن نفسه باللغة العربية اسمه عمره وأين يعيش؟ Please can you let your child introduce himself/herself in Arabic.

Appendix B

Primary Weekly Learning Overview Example


Maths, Science, and English teaching Power Point Presentations can be accessed on Phoenix Classroom:
<https://gems.phoenixclassroom.com/Account/login>

	This Week's Learning	Next Week's Learning	Optional Home Learning
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English	<ul style="list-style-type: none">This week pupils have developed their flashbacks using the Titanic as their context. They have specifically focused on developing their vocabulary and ability to use their senses to further develop the atmosphere. In grammar pupils have explored the past and present tense as well as using similes to create vivid imagery.	<ul style="list-style-type: none">Next week pupils will apply their understanding of flashbacks to create their own fictional story. They will be encouraged to integrate more dialogue into their narratives as well as building more tension and suspense during their flashbacks. In grammar pupils will build their confidence when using similes and will explore metaphors.	Century <ul style="list-style-type: none">Two nuggets assigned:Punctuation with inverted commasQuestion marks KS2 English Activity Book: <ul style="list-style-type: none">P56 – Punctuating speechP37 – Question marks and exclamation marks
Maths	<ul style="list-style-type: none">This week pupils have further developed their understanding of long division. They have also begun to follow the order of operations when completing calculations.	<ul style="list-style-type: none">Next week pupils will revise some previous concepts including aspects of place value, long multiplication and powers. They will consolidate their knowledge by completing multi-step calculations and word problems. Pupils will then move on and further explore mental Maths strategies.	Century <ul style="list-style-type: none">New nuggets assigned:Long DivisionBODMAS
Science	<ul style="list-style-type: none">Pupils have revised areas of the circulatory system and a healthy lifestyle. They have also begun new learning, exploring fossils and their formation this week.	<ul style="list-style-type: none">Next week pupils will further develop their knowledge of the formation of fossils. Pupils will focus on the process of formation and grouping different fossils together.	KS2 Science Activity Book: <ul style="list-style-type: none">p14 - ExerciseP17 – End of Topic Quiz
Reading	This week pupils have explored questioning skills this week, focusing on being able to answer literal and inferential questions effectively. Pupils have also developed their ability to create their own literal and inferential questions based on specific texts. Next week pupils will explore evaluative questioning.		
Spelling	Optional Activity: Please choose a book from home or from the assigned ones on BugClub and try to read for approximately 20 minutes each day this week + make a note of any unfamiliar or interesting words you read. We will look at these in class next week.		
	This week's spelling words (-tial): confidential, influential, substantial, sequential, potential, essential, martial, partial, spatial, torrential.		
	These words are part of the Year 6 statutory spelling list. Revise the spelling and make sure you can explain each of our spellings in your own words.		
MOE Subjects			
	This Week's Learning	Next Week's Learning	Optional Home Learning
Arabic A	القراءة: الجزء الأخير من قصة "حوت على الشاطئ" وحل تدريبات كتاب النشاط النحو: تطبيقات على الجملة الاسمية والجملة الفعلية	(الكتابة: كتابة نص معلوماتي (عن جبل حفيظ ورقة العمل على منصة فينيكس ورقة العمل على منصة فينيكس: الحصة الأولى سوف يبحث الطالب عن تعيين ركني الجملة الاسمية وضبطهما معلومات عن الموضوع ويوثقها في الحصة الثانية سوف يُشرع الطالب بالكتابة وفقاً للمخطط في الحصة الثالثة سوف يكتب الطالب الموضوع بشكل مستقل النحو: أنواع الخبر في الجملة الاسمية	ورقة العمل المرفقة على منصة فينيكس



Arabic B	<ul style="list-style-type: none"> Famous races. Small dictionary for students (Horses – Dog breeders – Greyhound – field - bicycle - Automatic passenger - racing - He rides - wins). We will write an advertisement. Review second person pronouns). 	<ul style="list-style-type: none"> Festival of colours. Small dictionary for students (Clowns – happiness – Watercolors – Color powder - Simple - Noisy - High - Colorful – Many - He paints). Write a text that expresses a celebration. Review of prepositions (from - to - about - on - in - the - ba - kaf - laam) 	<ul style="list-style-type: none"> Please follow the learning resources and answer the worksheets sent on Phoenix classroom
Islamic A	<p>صلاة الجماعة الأهداف:</p> <p>1- أن يتعرف على حكم صلاة الجماعة.</p> <p>2- يوضح حكم صلاة الجماعة.</p>	<p>صلاة الجماعة (تابع). الأهداف:</p> <p>1- يتعرف على المأموم المسبوق والمأموم الفذ</p> <p>2- يتعرف على حكم صلاة أمموم السبوق والمأموم الفذ.</p> <p>3- يستنتج أهمية العلم بأحكام صلاة الجماعة وصلاة المسبوق.</p> <p>4- يطبق صلاة الجماعة وصلاة المسبوق</p>	تسميع سورة الإفطار
Islamic B	<p>The congregational prayer:</p> <ul style="list-style-type: none"> To explain the provisions of the congregational (group) prayer 	<p>The congregational prayer:</p> <ul style="list-style-type: none"> To explain the provisions of the masbūq prayer one who joins the congregational prayer late). To infer the importance of knowing the provisions of the masbūq prayer. 	<p>The Holy Quran:</p> <ul style="list-style-type: none"> Memorise Surah Al-Infitar Memorise the Hadith: The truly bankrupt The strong believer <p>Islamic treasure</p> <ul style="list-style-type: none"> Track your daily prayer Remember to say your Athkar Answer the activity assigned for you.
UAE Social Studies الدراسات الاجتماعية	تابع درس الاتحاد في فكر زايد إتحاد دولة الامارات العربية المتحدة	تور المغفور له الشيخ زايد بن سلطان ال نهيان رحمه الله في تأسيس مجلس التعاون الخليجي	<p>مشروع الدراسات الاجتماعية للفصل الاول عمل مشروع (مجسم) للامارات في الماضي A4 أو كتابة خطوات قيام الاتحاد على ورقة بشكل انيق ومرتب</p> 
MSC	<ul style="list-style-type: none"> This week pupils have explored the concepts of generosity, charity and compassion in greater detail. They can explain what each concept is and 	<ul style="list-style-type: none"> Next week pupils will continue to develop their understanding of empathy and demonstrate the different types in their daily lives. Pupils will explore how they think technology can support them in being more 	<ul style="list-style-type: none"> Moral and Cultural Studies booklets: Complete Activity 2, Questions 1-3, p32.



	how it can be shown in daily life.	understanding towards those around them.	
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Appendix C

Secondary Weekly Learning Overview Example

Maths, Science, and English teaching Power Point Presentations can be accessed on Phoenix Classroom:
<https://gems.phoenixclassroom.com/Account/login>

National Curriculum for England Subjects			
Subject	This Week's Learning	Next Week's Learning	Optional Home Learning
English	<ul style="list-style-type: none"> Students are able craft a speech using DAFOREST and the Aristotelian Triad on an environmental global issue. Students have also completed a skills check based on SPAG and the content of the term 	<ul style="list-style-type: none"> Students will be able to produce a leaflet and speech regarding their global issues and deliver it to class 	Century <ul style="list-style-type: none"> Students have been given 3 'nuggets' to complete.
Maths	<ul style="list-style-type: none"> Students were able to understand law of indices and were able to do questions based on it. 	<ul style="list-style-type: none"> Students will be able to understand priority of operation 	Workbook <ul style="list-style-type: none"> Q1 till Q22 Laws of Indices (corbettmaths.com)
Science	<ul style="list-style-type: none"> Students have been introduced to Dimitri Mendeleev and how he constructed the first periodic table. They have also looked at physical properties of metals and non metals in the periodic table. 	<ul style="list-style-type: none"> Students will discover the trends in chemical properties of the period table before moving on to look more deeply at how metals interact with other chemicals 	Century <ul style="list-style-type: none"> Students have been provided with 3 'nuggets' of work to complete.
Art	<ul style="list-style-type: none"> Students will be introduced to concepts of form and composition, learning how to create depth and structure in their drawings by paying attention to shadows, highlights, and spatial arrangement. 	<ul style="list-style-type: none"> Students will have improved their drawing skills and gained confidence in using primary sources for artistic inspiration. 	<ul style="list-style-type: none"> Students should bring the following items to the art lessons: Drawing Notebook (provided by the school) Pencils Erasers Ruler
Computing	<ul style="list-style-type: none"> Students continued working on vector images (using scratch) and learned the concept of Simple Binary Graphics (black and white images). 	<ul style="list-style-type: none"> Students will further explore color depth and binary representation, gaining insights into their effects on digital images and file quality. 	<ul style="list-style-type: none"> Please complete pages 2 and 3 of your Inspire Computing workbook.
French	<ul style="list-style-type: none"> Skill check for French language. 	<ul style="list-style-type: none"> -The students will begin Unit 3, which focuses on the theme of reading, where they will discover –IR and - RE verbs. 	<ul style="list-style-type: none"> Students can review the PowerPoint presentations available on the Phoenix platform Exercise on reading, speaking listening, and writing about the cinema on LanguageNutz : https://www.languageutz.com/resources/#/Catalog?moduleUi



			d=12270&startScreen=1&noSip=1&deeplink=true&lang=fr&curriculumUid=55&product=secondary
Humanities	<ul style="list-style-type: none"> Geography: Students were able to explore and evaluate the changes in the UK's population dynamics. History: students were able to examine a portrait of Henry VIII. 	<ul style="list-style-type: none"> Geography: Students will learn about the effects of human activities on global resources. Skills Check for History and Geography History: Students will examine a portrait of Henry VIII. 	<ul style="list-style-type: none"> Answer the question: Explain the positive and negative impact of population Growth
PE	<ul style="list-style-type: none"> To understand and know where and why the Set shot is performed in the game. To develop the pupil's knowledge of the rules regarding shooting. To appreciate how to adjust and adaptations when shooting To develop the precision, control and fluency of their shooting to use strength, speed and accuracy in their shooting 	<ul style="list-style-type: none"> Use the correct technique while shooting with no pressure from a defender Use the correct technique while shooting with pressure from a defender Use correct shooting technique while shooting in an in-game situation 	<ul style="list-style-type: none"> N/A
MOE Subjects			
Subject	This Week's Learning	Next Week's Learning	Optional Home Learning
Arabic A	شعر (شباب بلادي) الأبيات من 7 إلى 9 حل أنشطة ما بعد قراءة النص القافية	علامات إعراب الاسم الأصلية والفرعية تدريب فهم المقروء	حفظ شعر شباب بلادي الأبيات من 4 إلى 6
Arabic B	<ul style="list-style-type: none"> How did you spend your vacation? Reading vocabulary (Beach - yesterday – Highlands - Comfort– Turtles). 	<ul style="list-style-type: none"> I help my mother. Reading vocabulary (household chores - gradually – Greetings - fetal – a period- drop- No doubt- Beehive). 	N/A
Islamic A	<p>(الوحدة: الأولى) وهو معكم أينما كنتم (حديث شريف)(المستظلون في ظل الرحمن أَنْ يَقْرَأَ الطَّالِبُ الْحَدِيثَ الشَّرِيفَ قِرَاءَةً 1- سَلِيمَةً مُعَبَّرَةً أَنْ يُوَضِّحَ أَسْبَابَ الْفَوْزِ بِظِلِّ اللَّهِ - تَعَالَى - 2- يَوْمَ الْقِيَامَةِ حَلُّ أَنْشِطَةٍ كِتَابِ الطَّالِبِ 3-</p>	<p>(الوحدة: الأولى) وهو معكم أينما كنتم حديث شريف)(المستظلون في ظل الرحمن) أَنْ يَقْرَأَ الطَّالِبُ الْحَدِيثَ الشَّرِيفَ 1- قِرَاءَةً سَلِيمَةً مُعَبَّرَةً أَنْ يُوَضِّحَ أَسْبَابَ الْفَوْزِ بِظِلِّ اللَّهِ - تَعَالَى - 2- يَوْمَ الْقِيَامَةِ حَلُّ أَنْشِطَةٍ كِتَابِ الطَّالِبِ 3-</p>	(حفظ ما تيسر من سورة (ق) حفظ الحديث الشريف)(المستظلون في ظل الرحمن)
Islamic B	<p>Surah Qaaf:</p> <ul style="list-style-type: none"> Verses (12-15) To explain the overall meaning of the Surah. 	<p>Hadith Sharif</p> <ul style="list-style-type: none"> The People who will be in the Shade of the Most Merciful. 	<p>The Holy Quran:</p> <ul style="list-style-type: none"> Memorise Surah Qaaf (1-10) <p>Islamic Treasure</p>



	<ul style="list-style-type: none"> Answer student Activity. 	<ul style="list-style-type: none"> To read the noble hadith by heart properly. To explain the reasons for winning the shade of Allah on the Day of Judgment. To infer the effect of fearing Allah in the life of the individual and society. 	<ul style="list-style-type: none"> Track your daily prayer Remember to say your Athkar Answer the activity assigned for you
UAE Social Studies	سكان شبه الجزيرة العربية يستنتج الطالب خصائص وصفات سكان شبه الجزيرة العربية	الانشطة الاقتصادية لسكان شبه الجزيرة العربية حل أسئلة النشاط في الكتاب المدرسي	واجب كتابة خصائص النمو السكاني في شبه الجزيرة العربية ماهي العوامل المؤثرة في توزيع سكان شبه الجزيرة العربية
Moral Education	درس واجبات ومسؤوليات الوالدين تجاه الأبناء	تكملة درس واجبات ومسؤوليات الوالدين تجاه الأبناء حل أنشطة الكتاب المدرسي	N/A
MSC	<ul style="list-style-type: none"> The moral rules What are some goals of the United Nations? 	<ul style="list-style-type: none"> The moral imperative rules governing 	Write a short paragraph on the topic: <ul style="list-style-type: none"> What are moral value rules? Give examples.
Food Technology	<ul style="list-style-type: none"> The students identified what the Health & Safety rules are in the Food Technology room and explained what the rules are in Food Technology. 	<ul style="list-style-type: none"> They will explain what cooking techniques you are using when making breakfast toast 	Watch in advance: <ul style="list-style-type: none"> https://www.youtube.com/watch?v=EARNchvnbVI

Signed

Date: 01/09/25

Principal/CEO

Next policy review date:

01/09/26