St Peter and St Paul Catholic Voluntary Academy

Remote Learning Policy
October 2026

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1 Aims

This is an adaptable remote learning policy which aims to clarify expectations and safeguards for staff working remotely. At St Peter and St Paul Catholic Voluntary Academy (SSPP), we understand the need to continually deliver high quality education, including during periods of remote working. In line with advice and guidance from DfE, a range of work will be planned that can be completed both online and offline and

takes into account the teachers' knowledge of the students' ability as well as taking into consideration that not all students will have access to technology all of the time.

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

This policy aims to:

- Minimise the disruption to students' education and the delivery of the curriculum.
- Ensure consistency in the Academy's approach to remote learning for all students.
- Ensure clarity over the time students are expected to give to specific subject areas.
- Set out expectations for all members of the Academy community with regards to remote learning.
- Provide appropriate guidelines for data protection.
- Reflect the Academy's commitment to the UN Conventions of the rights of the child specifically article 28, 29 and 31.

This remote learning policy has been written as guidance for staff and parents during the time that schools are closed due to COVID-19 and beyond. It sets out the systems and technology that staff will use to continue the learning experience for our young people, and details how they can be used effectively and safely, while allowing for the differing needs of families. The Academy's usual Safeguarding, Online Safety Policy and Acceptable Use Agreements still apply.

St Peter and St Paul Catholic Voluntary Academy is committed to providing continuity of education for its students in an event of extended school closure. While such situations are varied in their cause and impact, SSPP will endeavour to provide continued learning for all of our students during any period of closure in the following ways:

- The provision of relevant, developmental written work for each subject area and each year group which enables students to make continued progress.
- Regular instruction, through video resources, such as Oak National Academy or using general or subject specific platforms, ie Mathswatch, Seneca, Quizlet, Sparx
- The opportunity for students to have their work assessed by their teachers and receive feedback on it.

Work will be set, submitted for assessment and assessed through Microsoft 365 and a combination of SharePoint, Teams and OneDrive.

- SharePoint is a web-based collaborative platform for the sharing of documents and other media links. This is the primary method for the setting of remote learning.
- Microsoft Teams is a collaborative platform which allows for contemporaneous, real-time communication and sharing of resources between teachers and their classes. Teams may also be used for the setting and returning of assignments for students.
- OneDrive is an internet-based storage platform to support the uploading of students' work and returning feedback from teachers

Every student has access to Microsoft 365 and therefore, via the internet, to each of these platforms. During extended periods of school closure, either partial or full lockdown, 'live' face-to-face contact opportunities for all students, through Microsoft Teams, will be provided to maintain continuity of learning and a sense for them of being part of a class.

In addition, all students have an Academy email address that can be used for staff and student communication regarding their learning.

This provision lends itself to the use of technology and access to the internet. Where a student has access to the internet, but not to a suitable device, the Academy will take into consideration the circumstances of the student and provide a device where possible. In addition, it cannot be assumed that everyone has access to printing facilities, so any work set and submitted for feedback will be electronically through Microsoft OneDrive. Where students are unable to access remote work through access to a computer and the internet, St Peter and St Paul Catholic Voluntary Academy will provide access to paper copies of the work to students periodically and enable students to return work to the Academy Reception as hard copy for distribution to teaching staff for feedback.

For short term closures, up to five working days, or class/year bubble self-isolation, Subject Leaders will upload work onto SharePoint. One task will be set for each year group in each subject designed to last an equivalent amount of time as that subject's lessons and homework during one calendar week or period of self-isolation.

In the event that the Academy is closed for longer than 5 working days, then academic departments will set work for all students through SharePoint, on a regular basis, supported by video resources or 'face-to-face' contact via Microsoft Teams. Tasks will be set by individual teachers for their own classes. The work will be uploaded on SharePoint at the beginning of each week the Academy remains closed.

- Where the Academy remains open and working as normal, but an individual student is unable to attend due to a period of advised self-isolation and is otherwise well and able to work, work will be provided on an individual basis by class teachers, to ensure the continuity of learning by giving the student the opportunity to maintain their work in line with their peers such as those previously mentioned.

2 Roles and responsibilities

2.1 Teachers

Teachers will be available between 8.40am and 3.15pm. If they 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 procedures on the designated absence number. If it affects the completion of any work required, they should ensure that arrangements have been made with the relevant Subject Leader or SLT to ensure work is completed.

When providing remote learning, teachers are responsible for:

Setting work:

- Providing work for all teaching classes or individual students over the period of absence from the Academy. All work should be planned in weekly units and equate approximately to the allocated timetabled time.
- Ensuring that work is set and made available on SharePoint at the start of each week to cover the calendar week ahead, and that sufficient resources are made available to students via electronic means to allow them to carry out this work at home.
- Using a Remote Learning Planning sheet to give clear instructions for the work to be carried out. Resources should be broken down ie specific PowerPoint slides, or pages from a workbook with consideration that these will be available to students on a range of devices. In addition, consideration of the suitability of the resources for those students receiving printed work packs.
- Allocating a suggested time to complete the task and a deadline for any work to be uploaded for feedback.

When a student has uploaded work to OneDrive and shared with the appropriate teacher, an email is automatically sent to the staff member, who can open the document and leave a comment, which is auto-saved and able to be seen by the student.
Providing feedback on work by:

- Checking their Academy emails daily.
- Responding to the student's work, as a minimum with your name and date to acknowledge the work and, as appropriate, provide feedback according to the Academy Assessment to Promote Progress and Learning Policy.

Keeping in touch with students who are not in the Academy and their parents:

- To support the learning and progress of students, teachers can contact students through their Academy email addresses xxxx@sspp.lincs.sch.uk, and/or respond to parents.
- For longer periods of absence, Form Tutors will be expected to make regular contact with students in their tutor group. Further advice will be given at the time.

Attending virtual meetings with teachers, parents and students:

- Dress code - All staff attending meetings virtually should dress appropriately and comfortably. It is not expected for staff to dress formally as for school, but consideration should be given to the audience and participants of the meetings to ensure that professional standards are maintained at all times.
- When attending professional meetings staff must be aware of their surroundings, ensuring that, where possible, they are in a suitable location (not in the bedroom), there is no intrusive background noise and that conversations are in a suitably private area where they cannot be overheard.

2.2 Teaching Assistants

When assisting with remote learning, teaching assistants will be available between 8.40am and 3.15pm. If they 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.
Teaching assistants will be assigned to specific students and are responsible for:
Supporting students with learning remotely:

- Contacting the student and family once a week in order to 'check in' with the family and by offering support in how to complete the work set as well as offering any further guidance on developing learning skills.
- Liaising with the class teacher for any relevant adaptations of the work for students with special needs.

Attending virtual meetings with teachers, parents and pupils:

- Dress code - All staff attending meetings virtually should dress appropriately and comfortably. It is not expected for staff to dress formally as for school, but consideration should be given to the audience and participants of the meetings to ensure that professional standards are maintained at all times.
- When attending professional meetings staff must be aware of their surroundings, ensuring that, where possible, they are in a suitable location (not in the bedroom), there is no intrusive background noise and that conversations are in a suitably private area where they cannot be overheard.

2.3 Subject Leaders

Alongside their teaching responsibilities, Subject Leaders are responsible for:

- Considering whether any aspects of the subject curriculum need to be adapted to accommodate remote learning.
- Supporting teachers teaching their subject remotely to make sure all work set is appropriate and consistent.
- Alerting teachers to resources they can use to teach their subject.
- Liaising with their departmental staff through regular (at least weekly) contact.

- Monitoring the remote work set by teachers in their subject, through regular department meetings to ensure consistency and coverage of curriculum as well as the checking of the appropriateness and quality of the work set before it is presented to students through SharePoint.
- Monitoring the engagement of students and raising any concerns with Heads of Year.
- Reviewing and amending long term plans to ensure the learning needs of all students have been considered.

2.4 The SENCO is responsible for:

- 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 alternative arrangements for students with EHC (Education Health Care) plans and IHPs (Individual Health Care) Plans.
- Identifying the level of support or intervention that is required while students with SEND learn remotely.
- Ensuring that the provision put in place for students with SEND is monitored for effectiveness throughout the duration of the remote learning period.

2.5 Senior Leaders

Alongside any teaching responsibilities, Senior Leaders are responsible for:

- Coordinating the remote learning approach across the Academy. All queries regarding home learning should be addressed to Miss Burnett / Mrs. Carter (info@sspp.lincs.sch.uk)
- Ensuring that all students, including PP and SEND students, can access learning set and that arrangements are in place to oversee and monitor equality of opportunity. All queries regarding SEND students should be addressed to Mrs Sykes, SENCO (SEND@sspp.lincs.sch.uk) or pupils in receipt of Pupil Premium should be addressed to Mrs Smith (info@sspp.lincs.sch.uk)
- Monitoring the effectiveness of remote learning through checking the appropriateness and quality of the work set before it is presented to students through SharePoint.
- Working with Subject Leaders to monitor the engagement of personalised learning for all groups of students, ensuring that students have appropriate work, especially where remote learning is not appropriate or can be enabled at home.
- Monitoring emails and feedback from parents regarding home learning and responding as appropriate.
- Ensuring that the home learning links on the website are updated and reflect current guidance.

2.6 Designated safeguarding lead (DSL)

The DSL is responsible for:

- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.
- Liaising with IT Support 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.
- Identifying the level of support or intervention required while students learn remotely and ensuring appropriate measures are in place.
- Liaising with relevant organisations and individuals to ensure vulnerable students receive the support required during the period of remote working, ensuring all safeguarding incidents are adequately recorded and reported.

2.7 IT Support

IT Support are responsible for:

- Ensuring that all Academy-owned devices used for remote learning have suitable anti-virus software installed, have a secure connection, and allow for audio and visual material to be recorded, where required.
- Overseeing that any ICT equipment used for remote learning is resilient and can efficiently recover lost data.

- Ensuring that any programs or networks used for remote learning can effectively support a large number of users at one time, where required.
- Ensuring that all computer programs used for remote learning are compliant with the GDPR and the Data Protection Act 2018.
- Working with the SENCO to ensure that the equipment and technology used for learning remotely is accessible to all students and staff.

2.8 Students and parents

Staff can expect students learning remotely to:

- Be contactable during the Academy day, to check emails regularly and read and respond to communication from teachers in a timely manner.
- Complete work set and submit work which is requested for feedback by the given deadline.
- Seek help if they need it, from teachers or teaching assistants by contacting the Academy through their Academy email address or via SharePoint.
- Alert teachers if they are not able to complete work.
- Uphold the same standards of conduct and behaviour as they would be expected in the Academy, for example:
  - Ensuring appropriate language is used in Teams comments or emails, and that any comment is on-topic and relevant to the task in hand.
  - Ensuring full engagement with the tasks in hand, including submission of any required work by the deadline that has been set.
  - During live online lessons, ensuring that clothing is appropriate, following the same guidance as a normal "non-uniform" day at the Academy.

Staff can expect parents with children learning remotely to:

- Make the Academy aware if their child is sick or otherwise cannot complete work.
- Make the Academy aware if there are any changes to the welfare or circumstances of the young person or family that the Academy need to be aware of.
- Ensuring their child has the opportunity to complete the set work on time.
- Ensuring their child uses the technology for remote learning as intended.
- Seek help from the Academy if they need it with regard to work or any other support. There is a wealth of information on the Academy website including information on e-safety, mental health and well-being.
- Be respectful when making any complaints or concerns known to staff.

2.9 The Headteacher is responsible for:

- Ensuring that there are arrangements in place for identifying, evaluating, and managing the risks associated with remote learning.
- Ensuring that there are arrangements in place for monitoring incidents associated with remote learning.
- Overseeing that the Academy has the resources necessary to action the procedures in this policy.
- Arranging any additional training staff may require to support students during periods of remote learning.
- Evaluating the remote learning arrangements to ensure students' education does not suffer.

2.10 Governing Board is responsible for:

- Monitoring the Academy's 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.
- Ensuring the Academy has robust risk management procedures in place.

2.11 All staff members are responsible for:

- Adhering to this policy at all times during periods of remote learning.

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

3 Who to contact

If staff have any questions or concerns about remote learning, they should contact the following individuals:

- Issues in setting work or the returning of work by students: contact the relevant Subject Leader or SENCO. SEND@sspp.lincs.sch.uk
- Issues with behaviour: contact the relevant Head of Year.
- Issues with IT: contact IT support itsupport@sspp.lincs.sch.uk
- Issues with their own workload or wellbeing: talk to their line manager or well-being team.
- Concerns about data protection: contact the data protection controller tamer.hodgson@stl-cmat.org.uk.
- Concerns about safeguarding: contact the DSL, Mrs Fields, a.fields@sspp.lincs.sch.uk or Deputy DSL, Miss Wilson, amanda.wilson@sspp.lincs.sch.uk, and record on CPOMS.
- Concerns about Health & Safety or risk assessment contact Mrs. C. Hewerdine, Headteacher , sspp@sspp.lincs.sch.uk.
- Concerns about students receiving FSM or disadvantaged students: contact Fiona Smith, Assistant Headteacher , info@sspp.lincs.sch.uk
- Concerns about students on the SEND register: contact Mrs Sykes, SENCO, SEND@sspp.lincs.sch.uk

Where students do not have access to the Internet or remote learning, a hard copy will be available by contacting the Academy Reception 01522871400 or via email info@sspp.lincs.sch.uk

4 Data protection

4.1 Accessing personal data

When accessing personal data held by the Academy for remote learning purposes, all staff members will:

- Ensure that they access data from known sources either E-portal, Go4Schools or CPOMS. Where staff need access to personal data they must comply with data protection policies and ensure that the data is being accessed in a safe environment and cannot be viewed by people who are not allowed access to sensitive data.
- Where possible staff should only access personal data on their Academy laptop. Where this is not possible, staff must be extra vigilant about logging out of personal data systems so that these are not accidently accessed by other parties.

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as names, dates of birth, email addresses, as part of the remote learning system. Where the collection/sharing of personal data is necessary for the Academy's official functions, explicit permission is not required.
While this may be necessary, staff are reminded to collect and/or share as little personal data as possible online, and to comply with GDPR guidelines at all times.

4.3 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 the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device
- 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
- Keeping operating systems up to date – always install the latest updates

Academy devices will be maintained by IT support.

5 Safeguarding

All staff must follow the current Safeguarding Policy and amendments. The DSL will communicate any updates to the Academy community. It is the responsibility of every member of staff to stay updated with the latest advice and guidance for safeguarding. The Safeguarding Policy, including the Covid-19 appendix are available on the Academy website and in the staff SSPP Teams area.

Any live contact between staff and students must only take place through official Academy channels. This includes emails from students to teachers, which should only be sent from students' xxxxxx@sspp.lincs.sch.uk email address.

6 Monitoring arrangements

This policy will be reviewed annually. At every review, it will be approved by the Governing Body.

7 Policies

7.1 Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- Education Act 2004
- The General Data Protection Regulation (GDPR)
- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013
- Data Protection Act 2018

7.2 National Guidance

This policy has due regard to national guidance including, but not limited to, the following:

- DfE (2021) 'Keeping children safe in education'

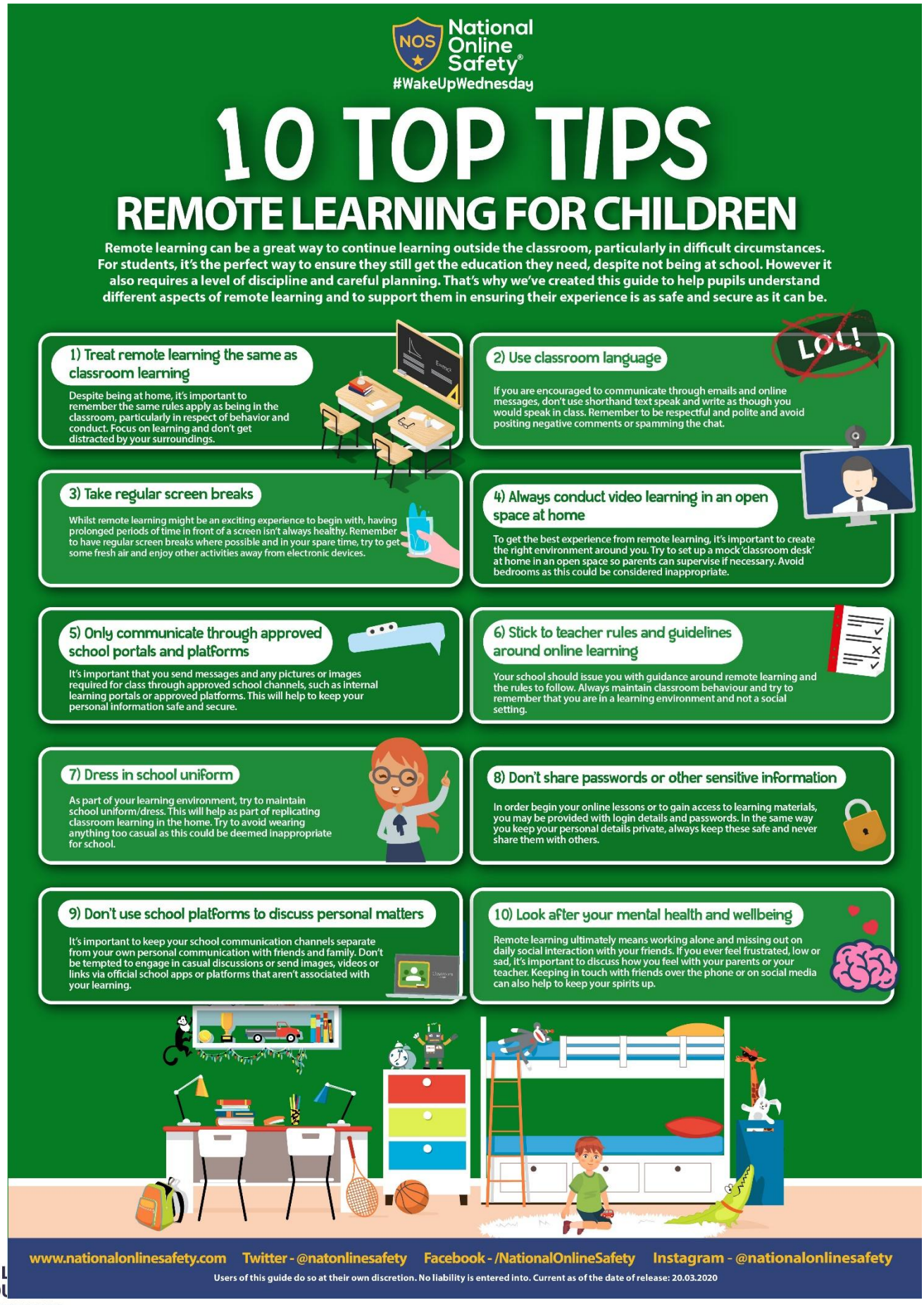
· DfE (2019) 'School attendance'
· DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
· DfE (2018) 'Health and safety: responsibilities and duties for schools'
· DfE (2018) 'Health and safety for school children'
· DfE (2016) 'Children missing education'
· DfE (2020) 'Safeguarding and remote education during coronavirus (COVID-19)'

7.3 Academy Policies

This policy operates in conjunction with the following Academy policies:

- Safeguarding and Child Protection Policy including the Covid 19 update
- Data Protection and Freedom of Information Policy
- SEND Policy
- Behaviour Management Policy including the Covid response addendum
- Accessibility Plan
- Quality of Education Framework including the Addendum to the Curriculum Policy
- E-Safety Policy
- Attendance and Punctuality Policy
- ICT Acceptable Use Policy
- Staff Code of Conduct
- Children Missing Education Policy
- Alternative Provision Policy

Appendix 1 – National Online Safety



Appendix 2 – Important links:
The following websites offer useful support to understand more about ensuring online education is safe:

- Remote education advice from The Key for School Leaders.
- Advice from NSPCC on undertaking remote education safely.
- Guidance from the UK Safer Internet Centre on remote education.
- Guidance on teaching online safety in schools provides information to help schools ensure their students understand how to stay safe and behave online.
- Childline
- UK Safer Internet Centre - to report and remove harmful online content.
- CEOP - for advice on making a report about online abuse.

SSPP will emphasise the importance of a safe online environment and encourage parents and carers to set age-appropriate parental controls on digital devices and use internet filters to block malicious websites. These are usually free, but often need to be turned on.

To support parents and carers to keep their children safe online, links are available on our Academy website, for example:

- PACE: free online course for parents.
- Thinkuknow provides advice from the National Crime Agency (NCA) on staying safe online.
- Childnet offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support
- Internet matters provides age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world
- Let's Talk About It has advice for parents and carers to keep children safe from online radicalisation
- UK Safer Internet Centre has tips, advice, guides and other resources to help keep children safe online, including parental controls offered by home internet providers and safety tools on social networks and other online service.
- NSPCC-Online safety: advice and tools to help keep children sage online.
- Connect Safely: By parents, for parents: A growing collection of short, clearly written guidebooks that demystify apps, services and platforms popular with teenagers.

Harmful or upsetting content
Get support by:

- reporting harmful online content to the UK Safer Internet Centre
- getting government advice and trusted resources from Educate Against Hate on safeguarding from radicalisation, building resilience to extremism, and promoting shared values

Appendix 3 – Microsoft OneDrive and Microsoft SharePoint

Microsoft OneDrive

To allow sharing with teachers easily, students should use Microsoft OneDrive for all non-specialised work. For any work that requires software like Serif, students will use the remote desktop as before.

Students should make an effort to name their files appropriately so that teachers can find the work quickly.

Students are to be reminded that only schoolwork should be stored within OneDrive. If required, the IT administrator can inspect a student's file to ensure that only schoolwork has been stored.

To share a file with a teacher, a student would:

- Find the file within their OneDrive account
- Click the "…"
- Select the "Share" option
- Within the sharing window that appears, they would enter the name of the teacher and select the name that pops up.
- Enter a short message to add any details of the work that is being shared.
- Click "Send"

Examples how teachers can assess work:

- Adding notes on the document using a different colour (student has to allow the teacher to edit).
- Adding comments using the commenting feature of OneDrive (also requires edit access).
- Sending an email to the student with any feedback. This does not require edit access but extra care must be taken to ensure that it is clear which piece of work the feedback is for.

Microsoft SharePoint

Students can access any remote work through the SharePoint portal. This can be accessed from the "Student Area" on the school website (https://sspp.lincs.sch.uk)

Each subject has their own SharePoint site where material will be uploaded for each year group. Subject Leaders shall ensure that their respective department's site is clear and easy to navigate. This can be facilitated by having as little folders as possible and making sure files are clearly labelled.

Instructions for each week of work should be written in a labelled "Instructions for {date} onwards".

For a student to copy a worksheet to their own OneDrive, they can:

- Find the file within the subject's SharePoint site
- Click the "…" next to the file name
- Find the "Copy to" option
- In the window that appears, they should select "Your OneDrive"
- They can select further folders if they wish to organise.
- To copy the file, click "Copy Here"

Appendix 4 – Microsoft Teams

Some teachers may choose to use Microsoft Teams to give assignments to students.

Students can access Assignments for their classes by opening Microsoft Teams and select "Assignments" on the left hand side.

If an assignment has been assigned to a student, it will appear under their respective class on the Assignments page.

Face to face sessions:
Meeting invitations for students should be ideally sent a week in advance. If a week is not feasible, 2 days' notice should be given as a minimum to allow families to organise for the meeting.

Students will be informed of the expectation to respond to a meeting invitation. Either accepting or refusing it. Upon refusing an invite and not providing a reason, the teacher should follow up with that student to ascertain a reason for not attending.
Teachers should:

- Keep a record of which students are attending the virtual sessions.
- Sit against a neutral background.
- Consider the location: avoid recording in personal areas like a bedroom.
- Maintain the Academy dress code.
- If sharing a screen, ensure that any other open tabs in the browser would be appropriate for a student to see.
- Make sure they have no sensitive information about other students visible on the screen and that emails are closed.
- Use professional language.

Ask students to be in a shared space in their house, rather than in their bedroom, and dressed as though they were for a 'non-uniform' day at the Academy.
Ask parents to be mindful that other children might see or hear them and anything in the background.

Make a recording so there is a record to return to later if needed.

To record in Microsoft Teams:

1. In the meeting, click 'More options' (the 3 dots) > 'Start recording'
2. Wait for the recording to start (you'll get a notification saying 'Recording has started')
3. When you finish, click 'More options' > 'Stop recording'
4. Wait for the recording to be saved in Microsoft Stream (whoever started the recording will get an email notification when it's ready to watch)

Appendix 5 – Using emails
Student Emails

- All students have access to Academy emails xxx@sspp.lincs.sch.uk to support engagement and provide another method for sending and returning of work/feedback. In addition, some online platforms require student email addresses (Seneca).

The following security measures have been put in place for students:

- Word filtering policies.
- Students can only send internal emails to select people within the Academy: sending of all external emails is blocked for KS3 & 4.
    - Students can only send to teaching staff or teaching assistants (KS3).
    - Students can only send to other students in their year group (KS4).
- Students will be able to receive external emails – this is needed for some online platforms.
- Whole academy or whole year group emails are blocked
- Students can be individually removed from having email access if there is any abuse of the system.
- Should any issues arise, IT Support can access any student's personal mailbox.

- Teachers are to BCC emails if they are sending emails to more than one student to reduce the likelihood of inappropriate use between students.

Appendix 6 – Teachers/Teaching Assistants phoning students:

- Use an Academy phone if possible, otherwise block your own personal number so it is not seen by parents/students (give parents advanced warning of the day and time if blocking numbers, so that they are more likely to answer).
- Through the parents' phones only (unless this itself poses a safeguarding risk), and in all cases make sure parents are aware and agree.
- Call within the normal Academy day if possible.
- Ensure someone else within the Academy is aware, and keep a record of the date and time of each call.
- Have a parent at the student's end, and have the phone on speaker phone.

Appendix 7 – Example of a Remote Learning Curriulum Planning Sheet

St Peter and St Paul
Catholic Voluntary Academy

REMOTE LEARNING

Subject:	Year:	Class:	Date:	
Teacher:		Return Work To: **One Drive/Reception**		
Textbook:		Page:		
Vocabulary:		Page:		
Grammar:		Page:		
Active Learn:		Quizlet:		
LESSON TIME		HOMEWORK	HINTS FOR SUCCESS	
Lesson 1	Date:	Period:	Room:	Duration: **50 min**
Lesson 2	Date:	Period:	Room:	Duration: **50 min**
Lesson 3	Date:	Period:	Room:	Duration: **50 min**