



Remote Education Policy

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**Policy Reviewed and Adopted by
Governing Board:**

Date of Next Review: May 2027

Responsible Officer: Principal/Business Manager

Introduction

At Hawes Side Academy, we understand the need to continually deliver high-quality education, including during periods of remote education – whether for an individual pupil or for many. We recognise the importance of maintaining high expectations in all areas of academy life and ensuring all pupils have access to online lessons where required.

Purpose of this policy

Through the implementation of this policy, we aim to address the key concerns associated with remote learning, such as: systems and technology, safeguarding, conduct, and accessibility.

This policy aims to:

- Minimise the disruption to pupils' education and delivery of the curriculum.
- Ensure provision is in place so that all pupils have access to high-quality lesson content.
- Protect pupils from the risks associated with using online systems
- Ensure staff, parent and pupil data remains secure and is not lost or misused.
- Ensure robust safeguarding measures are in place
- Ensure all pupils have the provisions required to take part in remote learning and complete their work to the best of their ability, and to remain happy, healthy and supported during periods of remote learning.

Linked Documentation

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

- Data Protection Act 2018
- The UK General Data Protection Regulation (UK GDPR)
- The Education (Pupil Registration) (England) Regulations 2024
- DfE (2024) 'Providing remote education'
- DfE (2022) 'Safeguarding and remote education'
- DfE (2024) 'Keeping children safe in education 2024'
- DfE (2015) 'SEND code of practice: 0 to 25 years'
- DfE (2024) 'Working together to improve academy attendance'
- DfE (2022) 'Health and safety: responsibilities and duties for schools'
- DfE (2018) 'Health and safety for academy children'
- DfE (2024) 'Children missing education'
- DfE (2023) Mental health issues affecting a pupil's attendance
- DfE Remote Learning Guidance Summary 2025

This policy operates in conjunction with the following academy policies:

- Data Protection Policy
- Child Protection and Safeguarding Policy
- Health and Safety Policy
- Behaviour Policy
- Accessibility Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Attendance Policy
- Staff Code of Conduct
- Acceptable Use Agreement for Staff
- Record Management Policy
- Associated curriculum policies

Roles and Responsibilities

The governing board will be responsible for:

- Evaluating the effectiveness of the academy's remote learning arrangements.
- Reviewing the effectiveness of this policy on a bi-annual basis in conjunction with the principal.
- Ensuring that online safety training for staff is integrated, aligned and considered as part of the academy's overarching safeguarding approach.
- Deciding whether information regarding the academy's remote education offering should be published on the

academy website.

- Having a clear attendance policy on the academy website which all staff, pupils and parents understand.
- Developing and maintain a whole school culture that promotes the benefits of good attendance.

The principal will be responsible for:

- Ensuring staff, parents and pupils adhere to the relevant policies at all times.
- Ensuring that there are arrangements in place for identifying, evaluating and managing the risks associated with remote education.
- Ensuring that there are arrangements in place for monitoring incidents associated with remote education provision.
- Ensuring that the academy has the resources necessary to carry out the procedures in this policy.
- Ensuring that pupils have access to remote education as soon as reasonably practicable, where appropriate.
- Reviewing the effectiveness of this policy on an annual basis in conjunction with the governing board and communicating any changes to staff, parents and pupils.
- Ensuring that the remote education provision expected from staff is accessible to staff with additional needs which may be impacted by the online format, e.g. staff who are visually impaired.
- Considering the assignment of overarching responsibility for the quality and delivery of remote education to a member of the SLT.

Staff members will be responsible for:

- Adhering to this policy at all times when preparing and delivering remote education.
- Reporting any safeguarding incidents and concerns to the DSL and asking for guidance as appropriate.
- Taking part in training to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software.
- Reporting any defects on academy-owned equipment used for remote education to the academy ICT provider.
- Adhering to the Staff Code of Conduct at all times.
- Reporting any health and safety incidents to the health and safety officer (SBM) and asking for guidance as appropriate.
- Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the principal.

The SENCO will be responsible for:

- Liaising with the ICT manager to ensure that the technology used for remote education is accessible to all pupils and that reasonable adjustments are made where required.
- Ensuring that pupils with EHC plans continue to have their needs met during periods of remote education and liaising with the principal and other organisations to make any alternate arrangements for pupils with EHC plans and IHCPs.
- Identifying the level of support or intervention that is required while pupils with SEND receive remote education.
- Ensuring that the remote education provision put in place for pupils with SEND is monitored for its effectiveness.
- Liaising with the principal and LA where a pupil with an EHC plan is absent and remote education is being considered, to determine whether it is appropriate and to agree alternative arrangements if remote education is not suitable.

The DSL will be responsible for:

- Attending and arranging, where necessary, any safeguarding meetings regarding remote education.
- Liaising with the ICT provider to ensure that all technology used for remote education is suitable for its purpose and will protect pupils online.
- Identifying vulnerable pupils who may be at risk if they take part in remote education.
- Ensuring that child protection plans are enforced if vulnerable pupils take part in remote education.
- Identifying the level of support or intervention required while pupils take part in remote education and ensuring appropriate measures are in place.
- Providing safeguarding advice to staff delivering remote education to ensure practice aligns with the school's Child Protection and Online Safety policies, rather than being involved in individual lesson planning.

The DPO will be responsible for:

- Overseeing that all academy-owned electronic devices used for remote learning have adequate anti-virus software and malware protection.
- Ensuring all staff, parents, and pupils are aware of the data protection principles outlined in the UK GDPR.
- Ensuring that all computer programs used for remote learning are compliant with the UK GDPR and the Data Protection Act 2018.
- Overseeing that any ICT equipment used for remote learning is resilient and can efficiently recover lost data.

The health and safety officer will be responsible for:

- Ensuring that the relevant health and safety risk assessments are carried out within the agreed timeframes, in collaboration with the principal.
- Putting procedures and safe systems of learning into practice, which are designed to eliminate or reduce the risks associated with remote learning.
- Ensuring that pupils 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.

The SBM will be responsible for:

- Arranging the procurement of any equipment or technology required for staff to teach remotely and for pupils to learn from home.
- Ensuring value for money when arranging the procurement of equipment or technology.
- Ensuring that the academy has adequate insurance to cover all remote working arrangements.

The ICT provider will be responsible for:

- Ensuring that all academy-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 SENCO to ensure that the equipment and technology used for learning remotely is accessible to all pupils and staff.

Parents will be responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring their child is available to learn remotely and that the work set is completed on time and to the best of their child's ability.
- Reporting any technical issues to the academy as soon as possible.
- Ensuring that their child always has access to remote learning material.
- Reporting any absence in line with the terms set out in 'Attendance and absence' section of this policy.
- Ensuring their child uses the equipment and technology provided for remote learning as intended.
- Adhering to the home school agreement at all times.

Pupils will be responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring they are available to learn remotely and that their work is completed on time and to the best of their ability.
- Reporting any technical issues and any safeguarding concerns or incidents to their teachers as soon as possible.
- Ensuring they have access to remote learning material and notifying a responsible adult if they do not have access.
- Notifying a responsible adult if they are feeling unwell or are unable to complete the work they have been set.
- Ensuring they use any equipment and technology for remote learning as intended.
- Adhering to the Behaviour Policy at all times

Definitions

For the purpose of this policy remote learning is defined as high-quality remote education when it is not possible, or is contrary to government guidance, for some or all pupils to attend the academy

Remote education will only ever be considered as a last resort where a decision has already been made that attendance at the academy is not possible, but pupils are able to continue learning.

Related Procedures

Attendance and absence

The academy understands that daily on-site attendance is essential for pupils to get the most out of their school experience, including for their attainment, wellbeing, and wider life chances.

The academy will not view remote education as an equal alternative to on-site attendance and will only consider remote education as a last resort when the alternative would be no education, and only after it has been established that the pupil is, or will be, absent from the academy.

In such cases we will work proactively with pupils, parents and any other relevant partners, such as the LA, to remove any barriers to attendance.

Circumstances where remote education will be considered will fit into the following two categories:

- School closures or restrictions on attendance, where school access for pupils is restricted
- Individual cases where a pupil is unable to attend school but is able to learn

School closures and attendance restrictions

The academy will ensure that every effort is made to ensure pupils can be taught in person where possible.

The academy will explore all options to ensure the academy can remain open to all pupils; however, in circumstances where it is not possible to safely remain open or where remaining open would contradict local or central government guidance, we will consider providing remote education.

The academy will ensure that it has a plan in place outlining remote education procedures for teachers, parents and pupils. The DfE's emergency planning guidance will be consulted in the event of school closures or attendance restrictions.

Individual cases where a pupil is unable to attend school but is able to learn

The academy is aware that there should only be limited circumstances where a pupil is unable to attend school but is able and well enough to continue their education remotely. These circumstances should only involve a short-term absence and might include pupils:

- Recovering from short-term infectious illnesses.
- Preparing for or recovering from some operations.
- Recovering from injuries where attendance might inhibit recovery.
- Whose attendance has been affected by a SEND or a mental health issue.

Where these circumstances arise, and after the pupil's absence from school has been established, we will consider providing remote education on a case-by-case basis, as part of a plan to reintegrate back to the academy.

The provision of remote education will be made as a short-term solution allowing absent pupils to keep on track with their education and stay connected to their teachers and peers. It will only be provided in circumstances where it is judged that providing remote education would not adversely affect the pupil's return to school.

Pupils with long-term medical conditions or any other physical or mental health needs which affect attendance will be given more support to continue their education as outlined later in this policy.

The school day

In the event of a remote learning need the academy will publish the required school day timings (in line with current provision).

This will include appropriate breaks.

Pupils with SEND or additional medical conditions who require more regular breaks, e.g. sensory breaks, are not expected to do schoolwork during their breaks.

Pupils who are unwell are not expected to be present for remote learning until they are well enough to do so.

Parents will inform the academy in the usual way if their child is unwell, unless specific arrangements have been

agreed.

Remote education will be provided for three hours a day on average across the cohort for KS1, with less for younger children, and four hours for KS2.

Registering nonattendance in school

Whenever a pupil is absent and receiving remote education, staff will mark the pupil as absent in the attendance register. The academy will continue to record pupil attendance and absence in the register in line with the education regulations and attendance guidance, using the most appropriate code, and in line with the academy Attendance Policy.

Principles and practice

When providing remote education, we will ensure the following overarching principles and practices are adhered to. To maintain consistency across the academy, remote education will consist of:

- High-quality assignments and learning tasks.
- Pre-recorded materials where appropriate.
- Printed resources where needed.
- Communication via email or phone check-ins.

The academy does not routinely deliver live online lessons but may consider them only where necessary to meet the needs of pupils with SEND or medical needs.

- Remote education plans will be kept under review in consultation with staff and will demonstrate a consideration of any additional burdens that providing remote education may place on staff and families.
- Work provided during periods of remote education will be high quality, meaningful, ambitious, and cover an appropriate range of subjects to enable pupils to keep on track with their education.
- Provision will be ready for pupils to access as soon as reasonably practicable, though in proportion to the length of absence and expected disruption to education.
- Remote education will be provided that is equivalent in length to the core teaching time pupils would receive in school where possible, being mindful of the individual needs and circumstances of the pupil and their families. This may include, but is not limited to considering the following:
 - A pupil's age, stage of development, and independent study skills
 - The existence of any SEND or other additional needs the pupils might have
 - The pupil's home environment, e.g. having a suitable place and opportunity to study
 - Screen time, making reasonable allowances for adequate breaks for pupils and staff during digital remote education
 - Any significant demands on parents' or carers' help or support
 - Understanding that younger children might require high levels of adult involvement to support their engagement with remote education
- The academy will work to overcome barriers to digital access where possible for pupils by, for example:
 - Auditing access to devices and connectivity across the school as part of wider emergency planning.
 - Distributing school-owned devices accompanied by a user agreement or contract if and where necessary and possible.
 - Supporting families to find appropriate internet connectivity solutions if and where necessary and possible.
- Where required, the academy will ensure equal access through the provision of printed resources, supplemented with other appropriate forms of communication between the academy and pupils
- Staff will plan opportunities for regular feedback and interaction with teachers and peers during the school day
- A senior leader with overarching responsibility for the quality and delivery of remote education will be identified and in place
- Staff understand that children can be at risk of harm inside and outside of the academy, inside and outside of home and online

Communication

The academy will ensure adequate channels of communication are arranged in the event of an emergency. The academy will communicate with parents via email and the website about remote learning arrangements as soon as possible.

All communication that takes place via email between staff and pupils will be done via academy email addresses.

The Principal will communicate with staff as soon as possible via email about any remote learning arrangements. Members of staff involved in remote teaching will ensure they have a working mobile device that is available to take phone calls during their agreed working hours.

The academy understands that pupils learning remotely have the right to privacy out-of-hours and should be able to separate their school and home lives – communication is only permitted during school hours.

Members of staff will have contact with their line manager as agreed, usually once per week.

As much as possible, all communication with pupils and their parents will take place within 'school day' hours. Parents and pupils will inform the relevant member of staff as soon as possible if schoolwork cannot be completed.

Issues with remote learning or data protection will be communicated to the pupils' teacher as soon as possible so they can investigate and resolve the issue.

The pupils' teacher will keep parents and pupils informed of any changes to the remote learning arrangements or the schoolwork set.

The Principal will review the effectiveness of communication on a termly basis and ensure measures are put in place to address gaps or weaknesses in communication.

Resources

Learning materials

The academy will utilise a range of different teaching methods when delivering remote education. For the purpose of providing remote learning, the academy may make use of the following:

- Printed resources, e.g. workbooks and textbooks
- Email
- Past and mock test papers
- Educational websites
- Reading tasks
- Pre-recorded video or audio lessons
- Live webinars
- Current online learning portals

The academy will review the DfE's guidance on where academies can source educational resources to assist with the delivery of remote education and utilise these as appropriate. Teachers will review the DfE's list of online education resources and utilise these tools as necessary, in addition to existing resources.

Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective remote learning. Teachers will ensure the programmes chosen for online learning have a range of accessibility features, e.g. voice-to-text conversion, to support pupils with SEND.

Where remote education is needed, the academy will ensure that it is equivalent in length to the core teaching pupils would receive in the academy including teaching time ~~and includes recorded or live direct teaching time~~, as well as time for pupils to complete tasks and assignments independently.

Remote education will be provided for three hours a day on average across the cohort for KS1, with less for younger

children, and four hours for KS2.

When setting remote education work, the academy will consider the pupil's age, stage of development and any SEND. The academy will also consider where this would likely require significant levels of support from parents, e.g. younger pupils or pupils with SEND who likely need parental involvement to facilitate engagement with remote education.

Lesson plans will be adapted to ensure that the curriculum remains fully accessible and inclusive via remote learning. The academy will review the resources that pupils have access to and adapt learning to account for this.

Work packs will be made available for pupils who do not have access to a printer – these packs can be collected from the academy office.

Teaching staff will liaise with the SENCO and other relevant members of staff to ensure all pupils remain fully supported for the duration of the remote learning period. The SENCO will arrange additional support for pupils with SEND in line with the individual's needs.

Teaching staff will implement more individualised planning, in liaison with the SENCO, for pupils with SEND where appropriate – the SENCO will also contact the pupil's parents to see how the pupil can be supported by adults while learning remotely.

Any issues with remote learning resources will be reported as soon as possible to the relevant member of staff.

Pupils will be required to use their own or family-owned equipment to access remote learning resources, unless the academy agrees to provide or loan equipment, e.g. laptops.

For pupils who cannot access digital devices at home, the academy will, where possible, seek to provide technological support. The academy is not however, responsible for providing technical support for equipment that is not owned by the academy.

Pupils and parents will be required to maintain the upkeep of any equipment they use to access remote learning resources.

Teaching staff will oversee academic progression for the duration of the remote learning period and will mark and provide feedback on work in line with 'marking and feedback' section of this policy.

Food provision

The academy will signpost parents via email towards additional support for ensuring their children continue to receive the food they need, e.g. food banks.

In periods of remote learning we will work with our catering provider to ensure good quality lunch parcels are provided to pupils eligible for FSM while they are unable to attend academy.

Costs and expenses

The academy will not contribute to any household expenses incurred while pupils learn remotely, e.g. heating, lighting, or council tax.

The academy will not reimburse any costs for travel between pupils' homes and the academy premises, or childcare costs.

If a pupil is provided with academy-owned equipment, the pupil and their parent will sign and adhere to the Acceptable Use Agreement prior to commencing remote learning.

Pupils with SEND

The academy is aware of its duty under the Children and Families Act 2014 to use its 'best endeavours' to secure the special educational provision called for by a pupil's SEND and will continue to apply this when remote education is in place.

If a pupil has an EHCP the academy will work with the LA to ensure all the relevant duties under the 2014 Act continue to be met.

The academy is aware of its equality duties as set out in the Equality Act 2010 relating to disability and will ensure that, when providing on-site and off-site education to pupils, it:

- Makes reasonable adjustments.
- Does not discriminate.
- Has due regard to the statutory objectives in the public sector equality duty (PSED).

Where pupils with SEND are not able to attend the academy and require remote education, the academy will put in place an appropriate curriculum, with appropriate teaching and support that will enable the pupil to continue learning effectively.

The academy is aware that some pupils with SEND may not be able to access remote education without adult support. In these cases, the academy will work collaboratively with families and put arrangements in place that allow pupils with SEND to access remote education successfully. In doing so, decisions on how provision can be delivered will be informed by relevant considerations including the support families will require and types of services that the pupil can access remotely.

The SLT, SENCO and relevant teacher will consider whether one-to-one lessons are appropriate in some circumstances for pupils with SEND.

The academy will work collaboratively with families to put arrangements in place that allow pupils with SEND to successfully access remote education when necessary.

Teaching staff will liaise with the SENCO and other relevant members of staff to ensure all pupils remain fully supported for the duration of the remote learning period. The SENCO will arrange additional support for pupils with SEND in line with the individual's needs.

Teaching staff will implement more individualised planning, in liaison with the SENCO, for pupils with SEND where appropriate – the SENCO will also contact the pupil's parents to see how the pupil can be supported by adults while learning remotely.

Remote education during a suspension or permanent exclusion

In situations where a pupil is suspended or permanently excluded, the academy will take steps to ensure that work is set and marked for pupils during the first five school days in accordance with the guidance outlined in the DfE's Suspension and permanent exclusion document.

Remote education will not be used as a justification for sending pupils home due to their misbehaviour. Any time a pupil is sent home due to disciplinary reasons, this will be considered as a suspension and will be done in line with the law on disciplinary suspensions. This guidance will continue to be followed even if a pupil has been asked to log on or access online education while suspended. After a period of off-site direction or suspension, the pupil will be expected to attend full-time.

Safeguarding

This section of the policy will be enacted in conjunction with the Child Protection and Safeguarding Policy.

All teaching staff will be made aware that the procedures set out in the school's Staff Code of Conduct apply at all times during the delivery of remote education.

Staff will always have due regard for the Child Protection and Safeguarding Policy during remote education, e.g. whilst conducting live online lessons.

Regular communications with parents will be used to reinforce the importance of keeping pupils safe online. Parents will be made aware of the systems the school uses to filter and monitor online use, as well as what their children are being asked to do during remote education, including:

- The sites that they will be accessing.
- The staff that they will be interacting with online.

The DSL will arrange for regular contact to be made with vulnerable pupils during a period of remote education.

Additional contact, including home visits, will be considered where required. Phone calls made to vulnerable pupils will be made using academy phones where possible.

All contact with vulnerable pupils will be recorded on paper and suitably stored in line with the Records Management Policy.

The DSL will keep in contact with vulnerable pupils' social workers or other care professionals when the pupil is receiving remote education, as required.

All home visits will:

- Have at least one suitably trained individual present.
- Be undertaken by no fewer than two members of staff.
- Be suitably recorded on paper and the records stored so that the DSL has access to them.
- Actively involve the pupil.
- Only take place following the completion of a Home Visit Risk Assessment.

Vulnerable pupils will be provided with a means of contacting the DSL, their deputy, or any other relevant member of staff – this arrangement will be set up by the DSL prior to the period of remote learning.

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

All members of staff will report any safeguarding concerns to the DSL immediately. Pupils and their parents will be encouraged to contact the DSL if they wish to report safeguarding concerns, e.g. regarding harmful or upsetting content or incidents of online bullying. The school will also signpost families to the practical support that is available for reporting these concerns.

The academy will communicate the importance of online safety to parents and encourage parents to set age-appropriate parental controls on digital devices and use internet filters to block malicious websites. The school will inform parents of the government-approved resources on child online safety to support parents further

The academy will consider whether one-to-one sessions are appropriate in some circumstances, e.g. to provide support for pupils with SEND. This will be decided and approved by the SLT, in collaboration with the SENCO.

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

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

The academy will ensure that all academy-owned equipment and technology used for remote learning has suitable anti-virus software installed, can establish secure connections, can recover lost work, and allows for audio and visual material to be recorded or downloaded, where required. The academy will risk assess the technology used for remote learning prior to use and ensure that there are no privacy issues or scope for inappropriate use.

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

- Reinforce the importance of children staying safe online.
- Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites.
- Direct parents to useful resources to help them keep their children safe online.

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

Marking and feedback

All work completed through remote learning will be:

- Finished when returned to the relevant member of teaching staff.
- Returned on or before the deadline set by the relevant member of teaching staff.
- Completed to the best of the pupil's ability.
- The pupil's own work.
- Marked in line with the Feedback and Marking Policy.
- Returned to the pupil, once marked, by an agreed date.

Pupils and staff will maintain a good work ethic during the period of remote learning.

If there are problems submitting work on the academy's remote platform or the work is not able to be submitted on the platform, pupils will use email to send work to teachers for review and feedback and screenshots can be taken and emailed as attachments. The academy will also consider alternative options where appropriate, e.g. drop-off points at the academy.

Teaching staff will contact parents via email if their child is not completing their work or their standard of work has noticeably decreased.

Teaching staff will monitor the academic progress of pupils with and without access to the online learning resources and discuss additional support or provision with the principal as soon as possible. Teaching staff will monitor the academic progress of pupils with SEND and discuss additional support or provision with the SENCO as soon as possible.

The academy will implement a variety of formative assessment and feedback methods, e.g. through quizzes and other digital tools from teachers, and will support them with implementing these measures for remote learning where possible.

The academy will log participation and pupil engagement with remote education, as well as motivation levels and progress, and this will be shared with parents via formal regular reports or, if there is a concern, individually via telephone.

The academy will consider ways to use feedback to secure consistent engagement with remote material, e.g. introducing a newsletter sent to parents and pupils which displays exemplary work and rewards engagement or outcomes.

Health and safety

This section of the policy will be enacted in conjunction with the academy Health and Safety Policy.

Teaching staff will ensure pupils are shown how to use the necessary equipment and technology safely and correctly prior to the period of remote learning.

If using electronic devices during remote learning, pupils will be encouraged to take a five-minute screen break every two hours. Screen break frequency will be adjusted to five minutes every hour for younger pupils or pupils with medical conditions who require more frequent screen breaks.

If any incidents or near-misses occur in a pupil's home, they or their parents are required to report these to the health and safety officer or other relevant member of staff immediately so that appropriate action can be taken.

Monitoring and Review

This policy is reviewed bi-annually by the SBM/principal or as dictated by need.

Any changes to this policy will be communicated to all relevant stakeholders.

Appendices

N/A