



Curriculum Policy

Inclusive of:

A) Grouping and B) Complaints against the curriculum

Approved by:	Date: July 2022
Last reviewed on:	July 2022
Next review due by:	July 2023
Dissemination of the Policy: All staff and Governors, School Website	

History of policy changes

Date	Version	Change	Origin of change e.g. change in legislation, request by TU	Changed by

Curriculum Statement:

Principled Curriculum Design

'Our curriculum is broad and balanced with inclusive pathways for all learners.'

1. Curriculum Intent and Vision

As a true comprehensive, we recognise and celebrate the fact that our students arrive at Pittville School with a wide range of skills, talents, abilities, and interests. There is a strong emphasis on developing students' skills to enable them to become better learners.

The curriculum is designed at both KS3 and KS4 to give pupils a broad, well-rounded experience that will prepare them for whichever pathway they choose to follow at post-16. Our belief is that everyone within the school is a learner, that everyone can excel with the support and challenge of others and that all achievement will be celebrated with pride together.

Our underlying principles are that we:

- have an inclusive and welcoming learning environment for all.
- provide a wide range of experiences and opportunities to learn.
- are an outward facing school actively promoting shared values of tolerance and respect.
- actively develop students as confident, caring, and skilled world citizens
- use resources effectively to provide the best outcomes for our students.

We aim for all students to achieve academic excellence, but we place equal emphasis on developing students' character, potential and on working together in partnership to achieve success. This expectation is transmitted into the day-to-day delivery of our curriculum and the teaching and learning experiences for our learners.

Our Curriculum Principles

Our underlying principles are that we provide a curriculum that:

- is broad, balanced and appropriate for all learners.
- values both the academic and vocational curriculum.
- provides defined curriculum pathways to meet the needs of our learners.
- plans for clear curriculum progression from Year 7 to 11.
- values equally the development of learners' skills, knowledge and understanding.
- is structured to be relevant, rigorous, coherent, and faithful to subject discipline requirements.
- provides stretch and challenge for all learners.
- aims to reduce gaps between and accelerate the progression of all groups of learners.
- provides a wide range of exciting and challenging learning experiences.
- draws upon a shared understanding of teaching and learning pedagogy informed by latest research.
- promotes shared values of social justice, respect, tolerance, and an appreciation of British values.
- is value for money and cost effective, the curriculum is funded to ensure all students have access to a high-quality learning experience.

What is distinctive about our curriculum?

- A broad three-year curriculum at KS3 based on the National Curriculum, during which all students learn a Modern Foreign Language, follow discrete subjects in the Humanities and participate in Music, Drama and Art. Our students also follow a creative curriculum, experiencing Design Technology courses in Food Technology, Textiles, Graphics and Resistant Materials.
- A broad KS4 curriculum offer which values both academic and vocational rigour and challenge. This is illustrated through students' ability to select four subjects across our broad curriculum offer including Modern Foreign Languages Expressive Arts such as Music, Dance, Drama and Art, Design Technology, a cohort apposite computing option and a broad range of vocational subjects.

- A curriculum that emphasises 'challenge' for all learners through distinctive planning and differentiated challenges in lessons.
- A curriculum that emphasises the importance of 'cultural capital' - supported by a diverse extra-curricular and school visits programme.
- A curriculum that emphasises personal development, citizenship, and social justice through both curriculum area provision and our established RSHE curriculum.

2. Curriculum Content & Organisation

Curriculum Content

The content of the curriculum is agreed at school level within the set framework of skills, values, knowledge and understanding set out by the school, examination boards and the National curriculum at KS3.

Key Skills

We emphasise the importance of key skills as part of curriculum delivery. In particular, the 5 core Thinking Skills as central to higher order thinking:

- Reasoning
- Evaluation
- Information Processing
- Enquiry
- Creative Thinking

Assessment

The school has adopted a **common assessment framework** that is consistently applied across all year groups and subjects. These time specific assessment points enable teachers and students to regularly assess progress and act on feedback to inform subsequent teaching and learning.

Assessment Calendar 2020-21

Pittville School Assessment and reporting calendar 2021-2022						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	CAT tests: 4.10.21 – 8.10.21			Assessment and data entry window: 28.02.2022 - 16.03.22		Assessment and data entry window: 20.06.22 – 05.07.22
Year 8			Assessment and data entry window: 17.01.22 – 2.2.22		Assessment and data entry window: 25.04.22 – 11.05.22	
Year 9		Assessment and data entry window: 1.11.2021 – 17.11.2021			Assessment and data entry window: 16.05.22 – 8.06.22	
Year 10			Assessment and data entry window: 10.01.22 - 26.01.22			Year 10 end of year exams 06.06.2022 – 24.06.22 Year 10 data & ATL entry: 20.06.22 - 01.07.22

Year 11	Year 11 mock exams: 15.11.21 – 26.11.21	Year 11 mock exams: 07.03.22 – 18.03.22
	Year 11 data entry: 29.11.21 – 08.12.21	Year 11 data entry: 21.03.22 – 30.03.22

Assessment for learning is at the core of outstanding lessons because it enables teachers and students to identify what has been learnt and what are the next steps that need to be taken for students to progress further.

We encourage teachers to use **formative assessment strategies**:

- be timely and state clearly what a student has done well, linking praise to specific National Curriculum or exam board criteria.
- highlight what improvements are required to move the student forward to the next level or grade.
- set an action that the student must carry out to prove that they are engaging with their target.
- plan time for students to action their targets as part of normal classroom routine.

We ask staff to assess and provide **feedback on literacy** using the school’s agreed codes and procedures. We also provide **examination and coursework grade feedback** as required.

We expect **self and peer assessment** to be used as key curriculum delivery strategies to encourage students to become independent and reflective learners.

Our Curriculum Offer

The Curriculum at Key Stage 3:

Students follow a three-year Key Stage 3 curriculum across most curriculum areas. However, we recognise that students will select some subject areas during the ‘soft’ option process that takes place at the end of Year 8. In addition, as part of a 5-year curriculum design, core curriculum areas may begin to deliver KS4 topics in Year 9.

		Year 7	Year 8	Year 9
CORE	English	8	7	7
	Maths	7	7	9
	Science	7	8	8
EBACC	Geography	4	3	3
	History	4	3	3
	French*	2	3	3
	Spanish*	2	3	3
	Design Tech (Rotation)*	4	4	4
PERFORMING ARTS	Art	2	2	2
	Drama	2	2	2
	Music*	2	2	<i>Included in soft option DT rotation.</i>
	PE	4	4	4
	Religious Studies	2	2	3

*subjects are included in ‘soft option’ process as students move from Y8 into Y9

At Key Stage 3 the school provides a broad and balanced curriculum that includes a core curriculum of English, Maths, and Science. Students follow courses in Computing, History, Geography and Religious Education. In year 7 and 8

students study French and Spanish before specialising in either one (or two) of these languages as they progress through Key Stage 3.

We are proud of our broad and Expressive Arts curriculum that ensures that all students follow courses in Music, Dance, Drama, Art, and Physical Education. Students also follow a rotating carousel in Design Technology where they study Food Technology, Resistant Materials, Graphics and Textiles.

All students have a RSHE lesson, once per timetable cycle, which alongside a structured pastoral programme ensures students cover the required statutory RSHE curriculum – addressing a range of themes such as personal development and safety, careers and educational progression guidance and study skills.

A small number of students follow a personalised KS3 programme to support key skills development.

The Curriculum at Key Stage 4:

Students follow a two-year KS4 curriculum, however we encourage flexibility, so some subjects start their KS4 courses slightly earlier in Year 9. In line with recent examination board changes all courses are linear with examinations at the end of the course. The majority of courses do not have a coursework component – there are however some exceptions.

<ul style="list-style-type: none"> • 50 periods per cycle (two week timetable) • 25 periods per week. • 1 hour lessons. 									
	English Language & Literature	Maths	Science	PE	RE	Option 1	Option 2	Option 3	Option 4
10	8	8	8	4	2	5	5	5	5
11	9	8	8	4	0 / 3*	5	5	5	5

*RE

At KS4, all students follow courses in English Language, English Literature, mathematics, double award science and statutory religious studies. We provide four pathways that allow students to choose a broad and balanced curriculum package that is tailored to support their preferred learning style and future career aspirations. We are confident that each pathway provides the framework that will enable each student to achieve successful academic outcomes at the end of their Key Stage 4 studies.

Curriculum Pathway: 1	
Choose FOUR subjects at KS4 Students will study a total of NINE Level 2 qualifications	<ul style="list-style-type: none"> • Students will be able to select four options subjects in addition to the core subjects outlined above. • Students must select a humanities subject (History or Geography) OR a Modern Foreign Language (French or Spanish) in at least one of the Option blocks. • All subjects will lead to a recognised Level 2 qualification.

Curriculum Pathway: 2	
Choose FOUR subjects at KS4 Students will study a total of NINE Level 2 qualifications	<ul style="list-style-type: none"> • Students will be able to select four options subjects in addition to the core subjects outlined above. • Students must select a humanities subject (History or Geography) OR a Modern Foreign Language (French or Spanish) in at least one of the Option blocks. • Students should consider including an applied / vocationally focused course within their choices. This will allow for a balance of examined and non-examined assessment across the duration of Key Stage 4. • All subjects will lead to a recognised Level 2 qualification.

Curriculum Pathway 3: – for those identified by SEND and Inclusion team	
Life Skills programme	<ul style="list-style-type: none"> • Students will have a range of personalised curriculum provision that supports them in developing skills that will allow them to be successful in future personal and professional settings. • Students may receive additional English and Mathematics to support them in attaining the best grade possible in these key subject areas.
Parents of students identified as being suited to this pathway will be contacted by a member of the SEND team to discuss the most appropriate curriculum provision for each individual student.	<ul style="list-style-type: none"> • Students should consider including an applied / vocationally focused course within their choices. This will allow for a balance of examined and non-examined assessment across the duration of Key Stage 4. • All subjects will lead to a recognised Level 1 / 2 qualification.

We offer a broad range of Expressive Arts subjects, including GCSEs in Music, Dance, Drama and Art. This combined with our offer of DT subjects in Food, Textiles, Graphics (from September 2022) and Resistant Material ensures there is clear progression in these creative subjects from KS3 to KS4.

The school offers a wide range of Level 2 vocational courses including Health and Social Care, Travel and Tourism, Enterprise and Marketing, BTEC PE and a L2 Certificate in Creative iMedia. These are supported by bespoke alternative provision packages with local providers to meet the needs of a small number of individuals.

The breadth of our curriculum is illustrated by the four open options that students can select from. This enables students to either follow a traditional academic route along an EBacc pathway or select a blend of academic and vocational subjects. Most students follow 9 subjects at KS4 with the exception of a small number of students on pathway 3.

Students on Pathway 3 have the option of selecting GCSE, vocational and basic skills courses and are also provided with additional time to improve their literacy and numeracy.

There is planned progression between our KS3 and KS4 curriculum offer to ensure an appropriate transition for students on all 3 pathways.

Students are guided towards an appropriate pathway based on their subject interests, current attainment in each subject, prior attainment and future career interests. This follows a detailed guidance process involving students, parents and staff.

Curriculum Delivery – Teaching and Learning

For full information on school curriculum delivery – see our Teaching Learning and Assessment Policy

Home learning is an important part of our curriculum and enhances each student's learning experience. Research shows that where homework is appropriate and supports students' academic learning, it has a significant impact on accelerating progress (*John Hattie*).

Home learning is an important part of curriculum delivery because:

- It Increases independent engagement in the learning process, contributing to the development of independent study habits.
- It raises students' level(s) of attainment by extending & reinforcing their learning.
- It develops skills, attitudes, and disciplines that students will need for successful lifelong learning.

We emphasise two forms of home learning:

- **Short Prep Tasks:** short home learning activities such as memorising vocabulary or research investigation activities that can be used to inform the start of lessons.

- **Extended home learning tasks** this may come in a variety of formats but encourage students to engage in a longer piece of home learning that will draw on their wider skills and entail research and application of class learning.

Extra-Curricular Opportunities and Trips

The school is proud of its broad and inclusive extra-curricular activities and trips programme that supplements and enriches our main curriculum.

The **extra-curricular programme** includes many activities across several different areas to engage all students. In addition to mainstream sports, we run clubs such as handball and trampolining.

The school runs a comprehensive range of clubs and activities, examples include computer coding, drama, art and PE.

The experience of students is further broadened by a large number of **school trips** such as Geography field trips, theatre trips and sport tournaments.

We are proud of the large number of students who participate in the school-based Duke of Edinburgh Awards scheme.

Students have the opportunity to attend University and Careers visits to support their future choices. Science provide opportunities for students to attend. In addition we run several fun team building trips such as our residential trips for Year 7 students and our Ski trip to the Austrian Alps.

We encourage all students to participate in these events to broaden their knowledge around the main curriculum and offer opportunities for wider cultural enrichment. Student participation is supported via appropriate use of the school's pupil premium funding.

Monitoring the Curriculum - Quality Assurance Procedures

Delivery of the curriculum and this policy is monitored and evaluated in several ways throughout the school year:

Area of Curriculum Monitoring	Method of Monitoring & Evaluation
Policy	<ul style="list-style-type: none"> • Biannual review of curriculum policy by the Governing Body and Senior Leadership Team.
Long Term: 5-year curriculum plan Mid Term: Schemes of Learning	<ul style="list-style-type: none"> • Line management meetings with Senior Leadership Team line managers. • Planning documents (long and medium-term planning) must be available by curriculum leaders in the shared area and long-term overviews are also shared on the school website. • Curriculum Area review documentation INSERT LINK schedules 3 strategic review points each academic year.
Delivery	As per the school's self-evaluation procedures: <ul style="list-style-type: none"> • Learning reviews • Lesson observations • Learning walks • Student voice activities • Staff feedback at via governor led forums and staff survey responses.
Effectiveness	<ul style="list-style-type: none"> • Data analysis as set out in the assessment calendar. • Examination results analysis • Performance appraisal reviews • Curriculum review visits and reports
Development	<ul style="list-style-type: none"> • Proposals made to enhance our curriculum delivery will be evaluated in the Autumn term by the Senior Leadership team and Governing Body • Recommendations for course and delivery changes from Curriculum leaders need to be shared at examination results meetings with the Headteacher and DHT Curriculum

Appendix A: Student Grouping Policy

Pittville School is both a local community school and true comprehensive which prides itself on being an inclusive school that demands the best for and from every student.

We recognise within this policy that the effect of student groupings on learner attainment is subsidiary to:

a) Well trained teachers with:

1. high expectations from all staff.
2. strong teacher-student-parent/carer relationships.
3. great student engagement and motivation.
4. effective quality first teaching in all classes on a daily basis.
5. excellent skills in teaching disadvantaged students so they make apposite progress.
6. a rich, progressive, and engaging curriculum.
7. effective use of data and feedback by staff and students.

b) Students with an ethos of:

1. high expectations of themselves and their peers.
2. emotional and academic resilience.

Student groupings:

The school strongly believes that for students to be a productive and happy member of our community they need to be able to work with others of different abilities, genders, and languages. We see this as an important social skill and a key element of preparing young people to be happy adults that are well prepared for a successful personal and working life in a modern multi-cultural, multi-lingual society.

The school therefore believes that students should be taught in groupings that allow them to make the best progress towards achieving their full academic potential and recognise that this may mean that they are taught in several different groupings at different points in their school career. These combinations will include mixed attainment groups, defined ability/talent groups, single gender groups and balanced gender groups. Students may also be involved in short interventions groups that are focused on only one aspect of their school participation, including but not exclusively early English language acquisition, subject intervention groups and literacy or numeracy intervention groups.

Student Grouping at KS3 and KS4					
Subject	Year 7	Year 8	Year 9	Year 10	Year 11
English	Mixed attainment	Mixed attainment			
Maths					
Science					
MFL					
DT					
History					
Geography					
PE					
All Other Subjects	Mixed attainment at KS3			Mixed attainment – based on options choices at KS4.	

Background and issues:

We recognise that for every argument in favour of ability groupings there are as many against.

a) A major study by the Education Endowment Foundation found that "attainment grouping appears to benefit higher-attaining pupils and be detrimental to the learning of mid-range and lower-attaining learners."

b) There are also concerns that setting hits pupils from poor backgrounds who are more likely to be assigned to lower groupings often because they have made less progress at KS2 or KS3

c) The school has a strong policy on seating plans, and this is seen as an important part of teacher planning. Ensuring that teachers understand the different abilities and personalities in the classroom and how to get them working effectively is a crucial part of our teaching philosophy.

d) Historically, some lower sets have contained students whose behaviour for learning at times gets in the way of their learning. This is something that we will actively challenge as poor learning behaviour will prevent students making good progress in school.

Principles:

- We believe that unless there is a strong reason that leads to better progress for all, students should be taught in mixed attainment groups as this leads to better social cohesion and personal development.
- Disadvantaged students will be proportionately spread across sets; this will be linked to their minimum target grades.
- No disadvantaged student should be placed into a lower set than their minimum target grade would warrant.
- All involved with creating sets must ensure that disadvantaged students' progress must be favoured within any setting criteria.
- Any middle sets should normally be taught by the most experienced staff in the curriculum area.
- Intervention groups should normally not be taught by ECT's.

Option Groupings:

Informal school created groupings occur when students choose their soft options in Year 8 and full KS4 options in Year 9. These groupings respond to the aspirations of the young people in terms of their subject choice.

We actively monitor these groupings to make sure that students are choosing a range of subjects that include an appropriate range of academic / vocational subjects that reflect prior / current attainment and future career aspirations.

We also monitor the makeup of some of the non-academic subjects and make changes to them when we feel that the groups are over-represented by students with an EHCP plan or where there are groups of students who are major behaviour concerns or are over-represented.

We provide a small number of students with a supported pathway in KS4. ([Please see KS4 curriculum organisation above](#))

Setting:

We also recognise that, at KS4, some curriculum areas will establish grouping based on setting. The reasons for this could include:

- Reducing the range of learning skills in the class to help teachers to plan more effectively to meet the needs of individuals and groups of students and to provide suitably challenging work for all.
- Allows teachers to plan more effectively at GCSE for different content in Higher and Foundation papers where these will exist.

Where setted groupings are established – Senior / Curriculum leaders will ensure that:

- Seating plans will always be used and should mix students in terms of gender, ethnicity, PP, Non-PP, and ability.
- Where setting exists in curriculum areas - it is understood that subject ability is not fixed but a reflection of the student's current attainment within a subject.
- Setted groups still need to have differentiated teaching resources and class practice as setted groups are still mixed in their attainment.
- Poor behaviour can negatively affect student progress, but it should not be the determining factor in students being put into sets.
- Where a student is in at risk of being moved down a set, contact must be made with parents to explain why the change is being made and the reasons for it.
- Evidence trails of intervention and contact with parents and carers is accessible for students identified as needing to be moved down a set. (Wave 1 – 3 documentation).

- Lower attainment setted groups still have challenge and aspiration by appropriate use of materials, aspirational visits, celebrations etc.

Pastoral / RSHE groupings:

Mixed ability groupings such as tutor groups need to be created with a great degree of care and attention to make them work and we should monitor these just as much as setted groups to make sure that they work for all children.

Groups need to have an approved number of children that fall into a specific group:

- a. Students with previous record of low attainment
- b. Students with previous record of high attainment
- c. Balanced by gender.
- d. Students with an EHCP that include Behaviour or Social and Emotional needs as an identified group need to be balanced across classes.
- e. Students that have English as an Additional Language
- f. PP
- g. Ethnicity

Where groups do not work, we need to be prepared to intervene quickly to ensure students are being properly supported.

Accountability:

- The leadership group will continue to have an ongoing dialogue with the core curriculum areas about grouping strategies and how these are being used to meet the needs of all students.
- Should the current grouping strategies do not deliver the appropriate grade distributions that we need as a school then we might have to review the situation and ask departments to be more explicit in how they use student groupings to meet the needs of all students.

Responsibilities:

- The headteacher in consultation with the appropriate SLT members will have a termly review of school implementation of this policy and initiate any necessary actions.

Appendix B Complaints Against the Curriculum

In making curriculum arrangements, the school aims to best meet the needs of the widest possible range of students within the limits of available staffing and resources.

Where an individual student may be disadvantaged or excluded from an essential curricular entitlement on financial grounds, the school will make every effort to subsidise this. The school also undertakes financial payment for all exam entries including a re-sit, except in the case where a student fails without good reason to meet any examination requirement for a syllabus (section 453(2) of the Education Act 1996). In such circumstances the school will attempt to recover appropriate examination fees from the parent.

Whilst the efficient use of resources does not allow us to meet requests or distinctive curriculum arrangements for individual students, it is acknowledged that some parents may have concerns about the curriculum offered to their children. Accordingly, the following outlines the procedure for dealing with such concerns:

Stage 1

- In the first instance, any concerns should be brought to the attention of the Headteacher, who is responsible to the Governing Body for the curriculum offered by the School.
- The Headteacher, in discussion with the member of SLT with responsibility for curriculum, will try to resolve concerns through discussion with parents.
- Failing agreement at this stage, the parents will be advised to put their complaint in writing to the Governing Body through the Clerk to the Governors. This will be referred to the Curriculum Complaints Committee.

Stage 2

- The Curriculum Complaints Committee will check that the Headteacher is aware of the complaint and has had an opportunity to discuss it with parents. If this is not the case, then parents will be asked to undertake this discussion before the complaint is heard by the Governors.
- Providing such discussions have taken place, if parents are still dissatisfied, then the Curriculum Complaints Committee will arrange a formal meeting to hear the complaint.
- If any party is dissatisfied with the decision of the Curriculum Complaints Committee, they may appeal.

Stage 3

- The Curriculum Complaints Appeals Committee will be convened with a minimum of three Governors present, to include the Chair of the appropriate Portfolio.
- Parents will be invited to explain their concerns and reasons why they are dissatisfied with the Headteacher's decision about the matter.
- The Headteacher, or appointed representative, will be invited to give his/her views on the case and to clarify any recommendations.
- The Panel, in the absence of the parents and the Headteacher, will then discuss the views of both sides before deciding on whether the appeal is upheld.

In arriving at this decision, the Panel will consider:

- Whether the school has failed in any respect to meet the statutory requirements on the National Curriculum
- Whether the curriculum being offered contravenes the student's right to equal opportunities
- Whether the curriculum being offered to the student is unreasonable given the resources available to the school

The Panel will give its decision in writing to the parents and the Headteacher. If the appeal is upheld:

- The Headteacher will be asked to clarify the actions that will be taken to address the matter and to inform the parents thereof.

If the appeal is not upheld:

- Notification of the decision, including the reasons why it has been turned down, will be conveyed to the parents who will also be advised of their right to lodge an appeal with the Local Authority by contacting Shire Hall.

Stage 4

All LA's must set up procedures, approved by the Secretary of State for Education and Skills, for handling complaints about the actions of governing bodies and LA's on the Curriculum. For complaints against the governing body, the first formal stage of the procedure is for the GB to consider the complaint. If the person with the complaint is still not satisfied after this, he or she can put the complaint on the LA. Complaints that are just about the LA's powers or functions only need to be considered by the LA. (Reference GSL Curriculum Complaints Chapter 6 Clauses 63-64)

Parents may use the complaints procedure if they believe that the GB is failing:

- To provide the NC in the school or for a particular child.
- To follow the law on charging for school activities.
- To offer only approved qualifications or syllabuses.
- To provide RE and daily collective worship.
- To carry out any other statutory duty relating to the curriculum.
- To act reasonably in any of the above cases.

Curriculum Complaints Committee: Terms of Reference

- 3 annually appointed Governors (excluding the chair of the T&L Committee)
- To make any determination or decision under the Governing Body's Curriculum

Complaints Procedure for Parents and others

- To consider any appeal against any determination or decision under the Governing Body's Curriculum Complaints Procedure in respect of the National Curriculum dis- applications and the operation of the Governing Body's Charging Policy.
- To hold a meeting to hear representations in relation to any decision.
- To report all decisions to the Governing Body
- To ensure that appropriate notes are taken and that these, along with any other documents considered by the Committee, are kept confidential.
- To ensure all matters relating to curriculum and complaints are in line with the DfE Guide to the Law

The Curriculum Complaints Appeals Committee: Terms of Reference

- To consider any appeal against any determination or decision under the Governing Body's Curriculum Complaints Procedure for Parents and others
- To consider any appeal against any determination or decision under the Governing Body's Curriculum Complaints Procedure in respect of National Curriculum dis- applications and the operation of the Governing Body's Charging Policy.
- To hold a meeting to hear representations in relation to any decision.
- To report all decisions to the Governing Body
- To ensure that appropriate notes are taken and that these, along with any other documents considered by the Committee, are kept confidential.
- To ensure all matters relating to curriculum and complaints are in line with the DfE Guide to the Law

Monitoring, Evaluation and Review:

- This policy will be reviewed as it is deemed appropriate but no less frequently than every 2 years. This policy review will be undertaken by the headteacher or nominated representative.