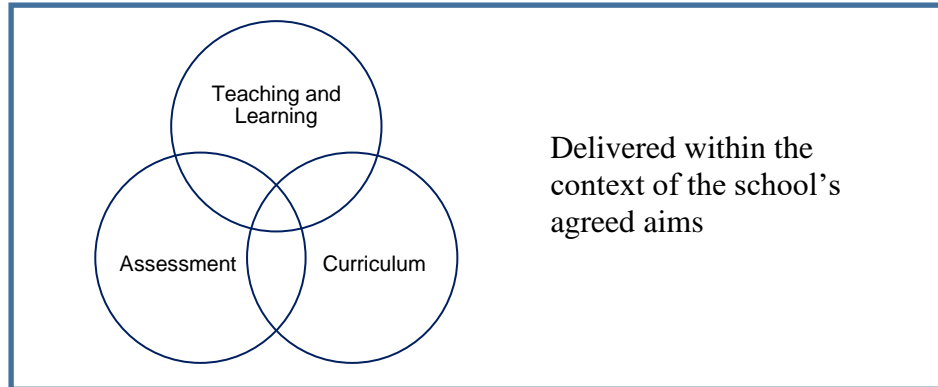# Assessment, Recording and Reporting Policy

September 2021

1   Introduction

1.1   The purpose of this policy is to support the implementation of high quality and informative assessment arrangements. We see assessment as part of our core business in order to ensure that all children make the best progress possible and attain high standards. Effective assessment practice is part of a whole school pedagogy informed by the effective implementation of:

2   Purpose

2.1   The purpose of this policy is to outline the rationale and approach to assessment, recording and reporting in our school. This policy has four parts:
- Assessment
- Recording assessment information
- Reporting to parents
- Evaluation

2.2   This policy applies to all pupils, including those in the Early Years.

2.3   This policy is compliant with the following regulatory requirements, as outlined in the Independent School Standards:

- Teachers systematically assess pupils and make use of assessment to plan and modify provision for them.

- As stated in Paragraph 3:
  The standard in this paragraph is met if the proprietor ensures that the teaching at the school:
  (g) demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress;

- As stated in Paragraph 4:
  The standard in this paragraph is met where the proprietor ensures that a framework for pupil performance to be evaluated, by reference to the school's own aims as provided to parents or national norms, or to both, is in place.

3   Assessment: Types of Assessment
3.1   We assess in different ways and with different purposes during the academic year. We use three forms of assessment:

Formative assessment	In-school summative assessment	Standardised summative assessment
Used by teachers to evaluate pupils' knowledge, skills and understanding on a day-to-day and lesson by lesson basis and to tailor teaching accordingly. *This includes: quick recap questions, scrutiny of pupils' work, providing feedback and pupils' responding, observational assessment, quizzes.*	Used by teachers to evaluate how much a pupil has learned at the end of a teaching unit and should include, where relevant, internal standardisation. *This includes: end of unit assessments, mid or end of year exams, reviews for pupils with SEN and/or disabilities.*	Externally set, marked and standardised. Also validated by an external body. *This includes: GL assessments, CAT4 tests, YELLIS, GCSE,*

3.2   All summative assessment should be used formatively. Teachers should routinely analyse summative assessment and identify the next steps for subjects and specific pupils.

4   Principles of Assessment
4.1   The primary principle of assessment is that it should be fit for the purpose intended. Assessment is an integral part of teaching and lies at the heart of promoting pupils' learning. Assessment should provide information which is clear, valid, reliable and free from bias. Assessment should be used to move learning forward and facilitate responsive teaching. The guiding principles below are used to help ensure that we maximise the impact of our assessment.

5   Principles of Formative Assessment
5.1   Formative assessment should:
- Give 'of the moment' information about pupils' knowledge and understanding of a topic, skill or concept;
- Be interactive and lead to dialogue;
- Help pupils understand what they have done well and what they need to do to improve;
- Be inclusive of all abilities;
- Support immediate planning to improve progress and attainment; and
- Support home learning and home-school partnership.

6   Principles of in-school and Standardised Summative Assessment
6.1   These forms of assessment should be used:
- Formatively by teachers to plan for the next steps, target set and precision teach;
- To triangulate wider assessment judgement;
- To evidence progress over time;
- To compare cohorts and groups of pupils;
- To assess against agreed benchmark standards; and
- As a basis for reporting.

7   Mastery and Depth

7.1   The current version of the National Curriculum is predicated on a different assumption than in previous versions where there was an expectation of 'acceleration', i.e. moving children on through levels and sublevels regardless of the security of their learning. Now, we are looking for depth and mastery in learning. This does not exclude acceleration but 'moving on' should never be at the expense of depth and mastery.

7.2   A mastery approach to learning is at the heart of the National Curriculum and also part of great pedagogy. This means that teachers need to think, plan and teach differently. Teachers need to consider how to ensure that their pupils have opportunities to develop depth and mastery in their learning before considering acceleration. By promoting depth, learning is more likely to become secure and embedded.

7.3   Our school therefore ensures that our pupils can evidence the meeting of the 'Minimum Expectations' as set by Cognita, which are linked to National Curriculum assessment criteria and are included in the document 'Minimum Expectations for English and Mathematics'. Our staff understand that this document has been designed to identify the minimum expectations and should not be used to put a ceiling on our pupils' achievement and attainment.

7.4   The 'Minimum Expectations for English and Mathematics' document does not define a set curriculum model for any Cognita school and our school will ensure that there are appropriate schemes of work and curriculum maps in place to guide both coverage and expectations. Although end of year group expectations are indicated, these are viewed as a guide. The absolute minimum expectations are those for the end of each Key Stage. Our school may therefore decide to move the content from year to year to meet the needs of different groups of pupils or a change of context for the school. It is anticipated that, as a Cognita school, we should constantly aim to exceed these minimum expectations and that the content of the 'Minimum Expectations' document should not cap expectation in our school.

7.5   In relation to mastery in learning, we look for the following characteristics:
- **Retention** - Long term retention and use of learning
- **Application** - Independent application in a manner the context demands.
        - Critically evaluating, taking learning from one area and applying in another.
- **Meta-cognition** - Knowing how and why to recall knowledge and skills and be able to utilise them
- **Connection** - Making connections between subjects and aspects of learning
- **Approach to learning** - Evidence of leading own learning
        -Teaching others
        - Ability to explain own learning and the skills being utilized
        - Flexibility in the use of learning
- **Innovation** - Using learning in a different and innovative context

7.6   At times, pupils exceed well beyond Age Related Expectations. In these instances, teachers will look to the next year's expectations as outlined in the National Curriculum and consider how increasing the breadth of learning and understanding can be achieved.

8   In-school and Standardised Summative Assessment

8.1   Our key summative assessment points over the year, whether in-school or standardised, are identified in the following assessment planner so that all staff and pupils can see and prepare for them.

Year Group	Assessment	When	How is the data used?
Nursery	Baseline Test	on arrival	Establish a baseline of students needs and learning
Nursery	Ongoing Formative assessment for identification of the ELG's	throughout the year	To identify student's progress and achievement towards the ELG's
Reception	Reception Baseline GL assessment and Cognita Progress tracker.	September	Entry level assessment to inform planning for teaching and learning and measure progress and value added using the end of year GL Baseline Progress assessment. SAS scores are used which enable pupils to be benchmarked and their progress monitored.
Reception	Keyword assessment Progress Tracker	Termly	Data entered onto Individual Progress tracking sheets. Information is used for planning teaching, learning and to measure progress. Information also used to identify specific learning needs such as SEND, EAL etc
Reception	GL Baseline Progress Assessment	Summer Term	data used to measure progress and for transition to Year 1 to ensure teachers target individual pupil needs.
Reception	EYFS Assessment GLD's	Summer Term	Assessment information sent to Essex County Council. End of year assessment data used for transition to Year 1 to ensure teachers target individual pupil needs.
Year 2	CAT4	Autumn Term	Provide indicators of attainment which are starting points for target setting for the group or individual. Offer a comparison between the performance of different groups of students in order to better identify needs and target resources. Monitor trends and changes in the ability profile of the school's intake over time identify students who may be 'coasting' or at risk of underachieving and set a baseline against which to assess the value added by the school
Key Stage 1	GL Progress in Maths(PTM), Science (PTS) and English(PTE) tests	Summer Term	SAS scores are used which enable pupils to be benchmarked and their progress monitored. Pupil performance is compared within year groups, across year groups and against a national standard. Analysis of assessment data by Form Teachers to target teaching and learning strategies and any necessary intervention to close gaps in the next academic year. Maths and English Subject Leaders use data to identify areas of curriculum needing further improvement to aid pupil progress and attainment. MLT analysis of data to aid in setting, targeting intervention programmes. SLT review attainment and progress across whole school.
Key Stage 1	Termly summative assessment in Reading, Spelling, Maths, English Writing	Termly	Regularly check knowledge and understanding of the curriculum with confidence; ensure that every lesson is pitched correctly and that gaps are addressed early provide targeted feedback to children to help them

	Science		improve. Enable teachers to measure success of learning that has taken place and inform future planning. Assist links made between impact of interventions and quality of teaching.
Key stage 1	Phonics test [Year 1]	Summer Term	Identify pupils needing additional intervention and may subsequently lead to referral for further assessment with outside agencies. Provide information to assist teachers in differentiating appropriately.
Key Stage 2	Key Stage 2 GL Progress in Maths(PTM) Science (PTS) and English(PTE) tests	Summer Term	SAS scores are used which enable pupils to be benchmarked and their progress monitored. Pupil performance is compared within year groups, across year groups and against a national standard. Analysis of assessment data by Form Teachers to target teaching and learning strategies and any necessary intervention to close gaps in the next academic year. Maths and English Subject Leaders use data to identify areas of curriculum needing further improvement to aid pupil progress and attainment. MLT analysis of data to aid in setting, targeting intervention programmes. SLT review attainment and progress across whole school.
Key Stage 2	Termly summative assessment in Reading, Spelling, Maths, English Writing Science	Termly	Regularly check knowledge and understanding of the curriculum with confidence; ensure that every lesson is pitched correctly and that gaps are addressed early provide targeted feedback to children to help them improve. Enable teachers to measure success of learning that has taken place and inform future planning.
Key Stage 2	GL Cognitive Abilities Test (Year 3 and Year 5)	Autumn Term	Provide indicators of attainment, which are starting points for target setting for the group or individual. Offer a comparison between the performance of different groups of students in order to better identify needs and target resources. Monitor trends and changes in the ability profile of the school's intake over time identify students who may be 'coasting' or at risk of underachieving and set a baseline against which to assess the value added by the school
Key Stage 3	GL Assessments Progress in Maths(PTM), Science (PTS) and English(PTE) tests.	GL Assessments (Baseline assessment for new students to take previous year by October half term, Progress assessment taken in summer Term. CAT4 taken in Year 7	Provide indicators of attainment for KS3 and GCSE which are starting points for target setting for the group or individual. Offer a comparison between the performance of different groups of students in order to better identify needs and target resources. Monitor trends and changes in the ability profile of the school's intake over time identify students who may be 'coasting' or at risk of underachievement and set a baseline against which to assess the value added by the school.

Key Stage 3	GL Cognitive Abilities Test (Year 7)	Autumn Term	Provide indicators of attainment, which are starting points for target setting for the group or individual. Offer a comparison between the performance of different groups of students in order to better identify needs and target resources. Monitor trends and changes in the ability profile of the school's intake over time identify students who may be 'coasting' or at risk of underachieving and set a baseline against which to assess the value added by the school
Key Stage 3	End of Unit Summative Assessments culminating in KS3 exam week	Subject dependent but a minimum of 1 per term Key stage 3 exam week in Summer Term	Subject specific summative assessments used to monitor progress throughout the year. Acts as an indicator for intervention, stretch and challenge. Provides evidence for mastery learning. Used to inform parents of any concerns and achievements.
Key Stage 4	YELLIS secondary baseline assessment	Year 10 Autumn Term	Administered to measure pupil performance, potential and attitudes as well as helping to identify pupil strengths and weaknesses, aid planning, setting of appropriate targets and benefit teaching and learning.
Key Stage 4	GL Cognitive Abilities Test (Year10)	Autumn Term	Provide indicators of attainment, which are starting points for target setting for the group or individual. Offer a comparison between the performance of different groups of students in order to better identify needs and target resources. Monitor trends and changes in the ability profile of the school's intake over time identify students who may be 'coasting' or at risk of underachieving and set a baseline against which to assess the value added by the school
Key Stage 4	Trial GCSE exams	Year 11 November	Administered to measure pupil performance and to be used as an indicator of predicted grades. Also used to identify intervention needs and to provide parents, students, HoD's and SLT with a clear idea of a student's potential
Key Stage 4	End of Unit Summative Assessments culminating in Year 10 exam week	Subject dependent but should be taken at the end of every unit and at least 1 per term	Subject specific summative assessments used to monitor progress throughout the year and over the GCSE course. Acts as an indicator for intervention, sets, stretch and challenge and for predicted grades.
Key Stage 4	Public GCSE examinations	End of Year 11	Standardised school leavers' examinations providing nationally comparable grades for entry to post-16 pathways. Results are sent to CEM and FFT and compared to Yellis and CAT4 indicators. Pupil and subject value added results form part of individual staff/line manager meetings, the performance management

			cycle and also helps to inform future planning and the departmental development plan.

9 Integrity of Assessment Information

9.1 In order for our assessment processes to be robust and valid, we ensure that all staff are competent in the use of assessment. We do this by:

- Using clear assessment criteria;
- Assigning time to support the training of staff in what constitutes robust assessment;
- Assigning time for the moderation of assessment judgement; and
- Triangulating judgements from a range of assessments, including from learning walks and pupil work.

9.2 A key strategy for ensuring that assessment judgements are valid and reliable is the use of in-school moderation. Moderation is used to ensure that the judgement of all relevant staff about the quality of a piece of work or an assessment piece is the same.

9.3 Where possible, our school will look for opportunities to moderate our assessment judgements with colleagues from different schools. This may include a full review of any NEA in KS4, moderation and standardisation in KS1 and 2 through data days.

10 Use of Formative Assessment

10.1 Formative and summative assessment provides the opportunity for the school to assess its performance at all levels in order to ensure continuous improvement in standards and achievement. Specific roles and responsibilities with regard to assessment for learning are detailed in job descriptions of staff with teaching and learning responsibilities.

Aims
- To ensure that formative assessment is an integral part of the teaching and learning process
- To ensure that the outcomes of formative assessment are used by teachers and students to improve learning
- To ensure that assessment data provided by staff on students as part of the data cycle is based on appropriate and frequent assessment of students' learning
- To provide a broad picture of a pupil's academic progress;
- To enable teachers to plan more effectively and differentiate accordingly;
- To inform parents of targets and progress

Objectives

- To provide teachers with pupil attainment data at the start of each year and each key stage
- To ensure all staff implement the marking and assessment policy
- To provide staff with any necessary INSET
- To achieve a consistency in the use of assessment for learning strategies among teachers (see below for details of strategies)
- To engage and involve students and teachers in the setting of individual student target levels/grades
- To engage and involve students in an understanding of their own learning so that they are able to take greater responsibility for it

- To allow for accurate and regular assessment of students' learning in the form of the language of mastery and GCSE grades

Classroom practice in formative assessment

It is expected that the following strategies are consistent features of lessons at Colchester High School:

- Differentiated Learning Objectives and/or outcomes are clearly stated in a way that is understandable for students so both the teacher and students are able to measure or assess the extent of their learning during lessons and at the end of lessons
- Plenaries are used appropriately at the end of lessons and mini-plenaries used during lessons to assess learning and also to promote students' ability to reflect on how they have learned as well as what they have learned
- Teachers give students, both orally and in writing, specific comments that allow students to improve their learning and make the next steps towards achieving a higher level or grade
- The language of mastery and GCSE grade descriptors are used to help students to understand what they are aiming for
- Exemplar pieces of work are used, again, to show students what they are aiming for
- Students are given opportunities for self-assessment and peer assessment to improve their understanding both of their own learning and of the next steps in order to improve their learning
- Teachers are reflective of their own practice and adapt teaching and learning methodologies based on assessment of students' learning

Nature and frequency of assessment of students' work

- Regular formative assessment of students' work should take place. Students should receive both oral and written feedback on their work, detailing both the strengths and the specific areas for improvement. They should also be given strategies to achieve such improvement. Evidence must be in place to demonstrate prior assessment data is being used to plan future learning.
- Comments can be written on students' work without accompanying grades or descriptors from the language of mastery
- It is expected that students should receive written feedback on their work at least once per fortnight
- From Nursery to Year 6 the language of mastery will be used at least once per term. Attainment will then be entered on the whole school tracking system
- At KS3 the language of mastery will be used at least once per term. Attainment will then be entered on the whole school tracking system
- At KS4 GCSE grades will be awarded at least once per term. These grades will then be entered on the whole school tracking system
- Written feedback will play an integral role in the marking and feedback of work throughout the Key Stages. Comments should be positive and also suggest strategies for improvement where possible.
- Heads of Faculties will ensure that assessment and feedback are consistent in different classes across a year group
- Teachers should keep an accurate record of marking

11   Use of in-school Summative Assessment
11.1 Common assessment tasks

Formal assessment of students will take place every term. A minimum of 3 common assessment tasks should be completed in each subject by each year group per year. These assessment tasks help to fulfil the wider assessment for learning needs of the School and should help teachers to make valid and accurate judgements on students' current working levels and grades.

These assessments are timed to coordinate with school data needed for reporting.

Details of the nature of these common assessment tasks are given below:

- Differentiation of the tasks should be used, as appropriate, to give students of all abilities access to the tasks.
- The language of Mastery KS3 (eg. Beginning, Developing, Embedded, Excdeeding or Mastery) and appropriate grades at GCSE should be used as the means of assessing the tasks.
- Common marking schemes should accompany the tasks to provide consistency and validity of assessment within departments.
- The tasks should be seen as an integral part of the teaching and learning process and as such, in spite of the awarding of a descriptor or grade, should also be seen as a means of formative assessment. Written comments offering praise on strengths and targets for improvement should be provided as feedback together with the subdivided level or grade.
- Departments should select and design their common assessment tasks with a view to assessing relevant attainment criteria, meeting the demands of the curriculum and meeting the needs of both students and teachers.

Senior School

In addition to the CAT4 and YELLIS assessments, every pupil from will complete at least one standardised teacher assessment per class each term as well as regular ongoing assessments. (Every department has their own internal moderation procedures). These standardised teacher assessments will be used to track pupil performance against predicted performance determined by the CAT4 and Yellis assessments.

Assessment for Years 7 to 9 will track pupil performance against predicted performance determined by CAT4 scores. Assessment for Years 10 & 11 will track pupil performance against predicted performance determined by CAT4 and YELLIS baseline assessments.

11.2 Reporting and Target Setting

Nursery – Year 6

Attainment descriptors based on the 'Language of Mastery' are reported to parents every term. Targets are set for each child in the Autumn term. The targets are to be based on the child's previous year's level and the results of the Baseline assessments completed early in the Autumn term. A child's targets and attainment will be discussed with parents during the meeting held in the Autumn and Spring terms.

In Year's 1- 6 a short progress report is sent home to parents at the end of the Autumn Term and the Spring Term and a full written report sent in the Summer Term. Nursery and Reception regularly report through ILD and a full report for Reception is written in the Summer Term.

Reception to Year 6 have Parents Evenings which are held twice a year with parents and pupils to discuss targets and progress. In Nursery, parents have regular contact with staff through key person meetings which are held every term and communication via the ILD and SeeSaw.

Attitude to Learning Grades are included in the written reports from Years 1-6, to reflect contributions in class, homework, initiative and care taken with work. The following criteria is used on each report:

5-Outstanding 4-Very Good 3-Good 2-Satisfactory 1-Unsatisfactory

Year 7-8

Attainment descriptors based on the 'Language of Mastery' are reported home termly with a full written report sent in the summer term.

Attitude to Learning Grades are reported to reflect contributions in class, homework, initiative and care taken with work. The following criteria is used on each report:

5-Outstanding 4-Very Good 3-Good 2-Satisfactory 1-Unsatisfactory

CAT4 baseline assessments take place in September of Year 7. The scores obtained form the basis of screening for possible Additional Learning Needs (ALN) e.g. Special Educational Needs (SEN) or More Able and Talented (MAT) pupils. The scores also form the basis for the target setting process for Years 7 through to 11.

At KS3 there is a Parents' Evening each year with parents and pupils to discuss targets and progress. Targets will be agreed by Heads of Faculty using CAT4 baseline data and teacher judgements.

There is an internal end of term assessments set every term (in every subject) with an end of year assessment taken during KS3 exam week in the Summer Term.

KS4
YELLIS and CAT4 baseline assessments take place in September of Year 10 to provide preliminary GCSE predictions.

At KS4 there is a Parents' Evening each year with parents and pupils to discuss targets and progress. Feedback is given relating to various criteria (on report form) such as classwork, coursework and attitude. Targets will be agreed by Heads of Faculty using KS3 and CAT4/YELLIS data and teacher judgements.

There are internal examinations for Year 10 sat every term. There are trial examinations in November for Year 11.

Monitoring and evaluation

The implementation of the policy will be monitored by Heads of Faculty, the Assistant Head Teaching and Learning, Deputy Headteacher and the Headteacher by way of data tracking, lesson observations, work scrutiny and student voice activities.

The Assistant Head Teaching and Learning, Deputy Headteacher and Headteacher, will evaluate the extent to which the policy is being implemented and its impact on standards and achievement

12   Inclusion
12.1 Our school has high expectations of every pupil, including those with SEN and/or disability. Pupils with SEN are assessed appropriately according to their need. Adaptations will be made where this enables a more valid and robust assessment outcome. Pupils with SEN are expected to make the same rate of progress as other pupils.

13   Recording Assessment
It is essential that we have a coherent and understood system for recording assessment outcomes. Within our school we record data using SIMS. The Data Manager with the Assistant Head Teaching and Learning publishes a calendar of assessment, recording and reporting which is shared with staff.

14   Reporting to Parents
14.1 We value our partnership with parents and reports are one way of ensuring that parents have clear information about both pastoral and academic matters in relation to their child.

14.2 Reports to parents do not replace our regular dialogue with them. Any parent with a query or concern is always invited to contact the school. The relevant member of staff will endeavour to respond to the enquiry within 24hours of normal working week during school terms.

14.3 Throughout the academic year we report to our parents in the following ways:

1. Reports are summative and informative; they provide information on children's progress and achievements throughout the school year. The reports are written at different times of the year for each key stage or year group. They follow the agreed procedures laid down by legislation and report all legal requirements. Opportunity is given for parents to discuss the report with the class teacher at Parent Evenings or by Personal Interviews.

2. In the Prep department, Reading diaries provide a two-way communication about each child's progress in reading. These records are exchanged daily, with teachers hearing children read on a regular basis.

3. Individual diaries (often called 'Planners') are provided for all pupils in the school so that general notices and information about achievements, behaviour and other pertinent points can be shared with parents on a regular basis

4. Further email dialogue and telephone conversations take place between parents and teachers to further enhance the home-school link.

5. Parents' Evenings are held at various times of the year depending on the pupils' year group. Parents have the opportunity to discuss their child's progress with the teachers. School records are used to inform these meetings.

6. In addition, we hold 'Meet the Teacher' events at significant times, such as a child moving up a Key Stage.

7. Personal Interviews with parents can be arranged before or after school in addition to parent Evenings /Open Days. This varies from child to child and teacher to teacher.

8. Further telephone dialogue often takes place between parents and teachers, which also serves to enhance further the home-school partnership.

15 Evaluation

15.1 This policy complies with the Independent School Standards Regulations. As is expected of us, we publish particulars of the school's academic performance during the preceding school year, including the results of any public examinations.

15.2 The school reviews the attainment and achievement of pupils through the Achievement Narrative. This document is reviewed regularly and ensures oversight of achievement trends within the school between agreed start and end points. Notable groups are monitored and tracked within this document. Schools share their Achievement Narrative with their Director of Education for challenge.

16 Responsibility

16.1 The person with responsibility for the overview and yearly evaluation of this policy is Headteacher Karen Gracie Langrick. However, all staff are responsible for ensuring this policy is implemented and acted on.

16.2 When evaluating the use and impact of this policy, our school leaders will evaluate the extent to which:

- Assessment information is gathered and used to inform teaching and learning, including ensuring that pupils falling behind or those with SEN and/or disabilities are supported in their learning; and
- Assessment information is shared with parents to help them support their children.

16.3 When evaluating the accuracy and impact of assessment, our school leaders will evaluate the extent to which:

- Teachers use assessment for establishing pupils' starting points;
- Teachers use assessment to modify teaching so that pupils can achieve their potential by the end of year or key stage;
- Assessment draws on a range of evidence of what pupils know, understand and can do across the school's curriculum;
- Teachers make consistent judgements about pupils' progress and attainment, for example within a subject, across a year group and between year groups; and
- The use of assessment is leading to the improved progress of all pupils.

16.4 When evaluating the effectiveness of leadership and management, Cognita, through our DE, will consider:

- The effectiveness of the actions our school leaders take to secure and sustain improvements to teaching, learning, attainment and progress; and
- How effectively our school leaders monitor the progress of groups of pupils (e.g. gender, SEN, more able, EAL) to ensure that none fall behind and underachieve.

Ownership and consultation	
Document sponsor (role)	Group Director of Education
Document author (name)	Simon Camby
Consultation – April 2017	Consultation with the following schools: North Bridge House Canonbury School, Breaside Prep School, Hastings School Madrid, Hendon Prep School, Salcombe Prep School, Huddersfield Grammar School, Downsend Epsom Pre-Prep School and El Limonar Villamartin. Education Team representative: Danuta Tomasz, ADE.
Updated – May 2019	Nicola Lambros DE
CHS Author Review	Harriet Croydon (Assistant Headteacher Teaching and Learning
CHS Headteacher Review	Karen Gracie-Langrick (September 2021)

Audience	
Audience	All school staff

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Wales	Yes
Spain	Yes

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Related documentation	
Related documentation	Curriculum Policy Teaching and Learning Policy SEND Policy Early Years Policy, where relevant Independent School Standards / BSO Standards (where applicable)