



Norwich Road Academy

Early Years Foundation Stage Policy

Date of policy	April 2024
Member of staff responsible	J Purvis
Review Date	April 2026

Brief Overview

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception Year. At Norwich Road Academy, our EYFS accommodates children from the age of 3 to 5 years old. In school, we have a nursery class that offers morning, afternoon and all-day sessions. In Reception we have two parallel classes, each class has their own classroom base and they share a large outdoor area. The Early Years team work closely together to ensure a high quality, excellent provision and start to a lifelong love of learning.

Intent

At Norwich Road Academy, we believe that the Early Years Foundation Stage provides the foundations for successful learners as they progress through their school career. It provides the children with the essential skills required to establish the types of learners and future citizens that we want to develop in order to support our community. We want our children to be engaged, motivated, independent and reflective learners who are sociable and confident. We intend to prepare children for the next level of their school education with a love of learning.

- We aim to deliver the in depth understanding and fluency required across children's reading, writing, phonics and maths.

-We aim to provide a curriculum to support the children's interests and provide them with a range of learning experiences to develop their knowledge and understanding of the world.

-We want our children to be independent and engaged in learning where they are confident to try new and familiar experiences.

-We want our children to be happy and feel safe and cared for in a positive learning environment.

-We want our children to feel valued, self motivated and curious.

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.”

Statutory Framework for the Early Years Foundation Stage, Department for Education, September 2021

At Norwich Road Academy, we endeavour to give each child a positive and meaningful start to their school life in which they can establish solid foundations on which to develop into independent and life long learners.

We aim to create an environment where children can get on with the joy of being a child and where they do not see a distinction between work and play. Children in Early Years are at a stage in their development where the best way for them to learn is through active, self-initiated activity. We encourage children to develop independence within a secure and friendly atmosphere. We support children in building relationships through the development of social skills such as co-operation and sharing and we help each child recognise their own strengths and achievements through experiencing success and by developing the confidence to work towards personal goals.

Here at Norwich Road Academy, our high expectations enable each child to develop socially, physically, intellectually and emotionally and to achieve their full potential. We offer a structure for learning that has a range of starting points and unlimited availability for development through a wide range of new and exciting first hand experiences that will give children the opportunity to consolidate, explore and test their skills, knowledge and understanding alongside existing experiences. We ensure that children are kept healthy and safe and that they achieve the knowledge and skills they need to continue their school career.

Implementation

Within the EYFS at Norwich Road Academy, we deliver a curriculum that is evenly balanced between play and formal learning which enables the children to learn new skills, knowledge and understanding which they can then transfer into their own learning and play.

Focused learning time is based on Phonics, Mathematics and English where new skills and knowledge is taught by the qualified teachers. Children are then given planned independent learning time to demonstrate new skills and knowledge within the enabling environments where we encourage the children to transfer their skills into their play.

Moreover, children are able to develop their creativity and uniqueness through the Expressive Arts and Design aspect of the curriculum which is accessible to the children at all times of the day. Similarly, within our enabled environments, children are encouraged to wonder about the world around them and others focussing on Understanding the World.

THE EARLY YEARS FOUNDATION STAGE CURRICULUM

At Norwich Road Academy we follow the Statutory framework for the Early Years Foundation Stage. The framework: – Sets the standards that all early years providers must meet to ensure that children learn and develop well. – Ensures children are kept healthy and safe. – Ensures that children have the knowledge and skills they need to start school.

Development Matters, is non statutory but used as a guidance and assessment tool by the Early Years Team.

The EYFS is based on four overarching principles:

- **Unique Child** - Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
- **Positive Relationships** - Children learn to be strong and independent through positive relationships.
- **Enabling Environments** - Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers.
- **Learning and Development** - Children develop and learn in different ways and at different rates.

Unique Child

At Norwich Road Academy we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are heavily influenced by the messages they receive in their early years at school, so we make it our aim to praise the children's successes and help them develop a love of learning. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning.

In the Early Years we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of all children including boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage.

Positive Relationships

At Norwich Road Academy we recognise that children learn to be strong, confident and independent from being in secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families. Our values

Be Proud - Connect -Empower – Motivate – Aspire – Transform

are taught to promote and support positive relationships with peers and adults.

Children from Nursery throughout the academy are expected to follow the Norwich Road Academy behaviour expectations. Children are taught through daily expectations, discreet teaching and our PSHE curriculum how to develop and embed positive relationships with others.

Parents as Partners:

We recognise that parents are children's first and most enduring educators and we value being partners with them in their child's education through:

- Hosting a New Parents' Meeting before their child starts school.
- Families are invited to several 'Stay and Play' sessions in the Summer Term before they start school and various learning activities with their children throughout the year.
- Talking to parents about their child in early September, before they start full-time.
- Operating an open door policy for parents with any queries.
- Sharing regularly learning experiences through 'Class Dojo.'
- Offering two parent/teacher consultation evenings per year.
- Sending a report on their child's attainment and progress at the end of their time in the Foundation stage.

Enabling Environments

At Norwich Road Academy we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences. Enabling environments encourage children to play because they feel relaxed, comfortable and 'at home' in them. When children feel emotionally safe and secure they are able to explore and find out about the place they are in and the things they can see, touch, manoeuvre or manipulate. This supports their everyday learning.

Learning and Development

There are seven areas of learning and development that shape our educational provision in Early Years settings. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

Prime Areas:

- Personal, Social and Emotional Development
- Communication and Language
- Physical development

Staff will also support children in four specific areas, through which the three prime areas are strengthened and applied.

Specific Areas:

- Literacy
- Maths
- Knowledge of the world
- Expressive art and design

At Norwich Road Academy, we deliver learning for all of the areas through purposeful play and learning experiences, with a balance of adult-led and child-initiated activities. Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.

Our long term planning ensures coverage so that all children have opportunities to work towards and achieve the Early Learning Goals (ELG's) that define the expectations for most children to reach by the end of the EYFS.

Characteristics of Effective Learning

At Norwich Road Academy we ensure that our environments and delivery of the curriculum incorporates the three characteristics of effective teaching and learning:

- **Playing and exploring** - children will have opportunities to investigate and experience things, and 'have ago'.

'Children's play reflects their wide ranging and varied interests and preoccupations. In their play, children learn at their highest level. Play with peers is important for children's development.'

Through play, our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, learn how to control themselves and understand the need for rules.

They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.

- **Active learning** - children will have time and space to concentrate and keep on trying if they encounter difficulties, and enjoy their achievements.

'Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.'

Active learning occurs when children are motivated and interested. Children need some independence and control over their learning. As children develop their confidence, they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

- **Creating and thinking critically** - we encourage and support children to have and develop their own ideas, make links between ideas, and develop strategies for doing things.

“When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions.”

Children should be given the opportunity to be creative through all areas of learning. Adults can support children’s thinking and help them make connections by showing interest, offering encouragement, clarifying ideas and asking open ended questions. Children can access resources and move around the classroom freely and purposefully to extend their learning.

The EYFS curriculum follows a range of whole school teaching schemes and styles including:

- Talk 4 Writing
- The Primary Knowledge Curriculum
- Little Wandle – Teaching to read through Phonics / Letters and Sounds (Nursery)
- Maths Mastery

Effective Teaching and Learning

We aim to provide an attractive, challenging learning environment that offers high quality opportunities for the children to learn through play, both indoors and outdoors. There is a range of “continuous provision” available across the setting, that is designed to offer open-ended, practical learning opportunities. Children are supported to think creatively and imaginatively and explore how resources can be adapted. Each week, the provision is enhanced with additional resources, based on the previous week’s observations and the current topic. Adults support children in progressing by: answering questions; modelling skills; providing vocabulary; and giving suggestions. Adult led activities are practical in nature and based on first hand experiences wherever possible. The children are supported to develop problem-solving skills through open-ended tasks and opportunities to share their thinking with others. The children participate in activities that are important and meaningful to them.

Play

Learning through play underpins our approach to teaching and learning in the foundation stage. We embrace the fact that young children learn best from activities and experiences that interest and inspire them to learn. In doing so, we can provide children with stimulating, active play experiences in which they can explore and develop their learning and to help them make

sense of the world. Children have opportunities through their play to think creatively and critically alongside other children as well as on their own. They are able to practise skills, build upon and revisit prior learning and experiences at their own level and pace. Play gives our children the opportunity to pursue their own interests, inspire those around them and consolidate their understanding and skills. The children learn to adapt, negotiate, communicate, discuss, investigate and ask questions. Our adults take an active role in child initiated play through observing, modelling, facilitating, teaching and extending play, skills and language.

Role of the Adult

It is the adult's role to teach, support, stimulate and extend children's learning through initiating and extending experiences and interacting skilfully and sensitively with children to scaffold, support and enhance learning. Effective communication and language are key to adult and child interactions and how they engage with each other in a purposeful way. At Norwich Road Academy, strong relationships are built with all pupils as adults immerse themselves in pupils play, encouraging problem solving and imaginative skills whilst asking open ended questions to develop language and communication skills.

Observation and Assessment

At Norwich Road Academy, we use a range of strategies to gather information about the children's learning and development and use this information to ensure that our planning meets the needs of all learners. Children are closely observed and observations are used to support their next steps.

Within the Autumn term, practitioners use the Reception Baseline Assessment to assess pupil's starting points. Once the pupils are judged to have good levels of well-being and involvement, practitioners begin to assess pupils in the specific areas. These judgements are based on ongoing observations not tests. This information is closely monitored to ensure that all children are making good progress.

In the Summer term, practitioners consider the 17 Early Learning Goals (ELGs) in the EYFS Profile to decide whether each child is working at the expected level or have not yet met the level. Judgements against the ELGs are based on observations; all relevant records; discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

The results of the Profile are shared with parents and/or carers with opportunities for them to meet their child's class teacher to discuss the information. At the end of the year, Year 1 teachers are given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. This helps to create a smooth transition and assists with the planning of activities in Year 1. The EYFS profile results are reported to the local authority, who monitor and moderate the judgements made.

Community Links

At Norwich Road Academy we strongly believe in the importance of community links. Throughout our curriculum we have a wide range of visitors from the local community and opportunities for children to visit and experience the local area. This includes a range of visitors for example the Police, dental practice and local organisations. The children will have the opportunity to visit facilities including the town library, local allotments and Thetford Forest.

Impact

In the final term of the year in which the child reaches age five, and no later than 30 June in that term, the EYFS Profile will be completed for each child. Some of the children's learning is documented in labelled exercise books. The children are regularly observed during their independent learning time 'choosing to learn'. Children are also assessed at the end of unit using 'Little Wandle Assessments'. These assessments take place throughout the year and identifies any children who are falling behind and need intervention support. Wellcomm is also used as assessment tool at the end of each half term to monitor current attainment and progression.

Observation, Assessment and Planning:

Foundation Stage staff use observations as the basis for their knowledge of a child, their starting point and to measure progress. Staff are skilled at observing children to identify their achievements, interests and next steps for learning. Where staff are new, training is provided to ensure they are able to complete effective observations. Staff also review work samples produced by the children and use appropriate assessments tasks, for example 'End of Unit, Little Wandle Assessments.'

Staff plan activities and experiences that enable pupils to develop and learn effectively. Staff also consider the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate. In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice.

The Induction Process

The transition from pre-school to school is hugely important and can set the tone for future attitudes and achievements. The following list provides an overview of practical activities planned to ensure that entry in to school is positive and enjoyable:

- Liaison with previous settings, through records or in person depending on need.
- EYFS Lead / SENCo visit all new joiners in their pre-school setting. If children do not have a pre-school setting they are invited into school to meet with Senior Leaders.
- Open mornings for parents – to allow parents to meet each other and for us to give parents information to help them and their child 'be ready' for school.
- Children's visits – children are invited to come in to school for several sessions to help them feel confident in the classroom setting.
- Communication via class dojo and individual messages to and from parents.
- Half days for the first week to help the children become confident in school before attending for lunchtimes.

Links with Parents

After 'induction', links with parents are maintained in the following ways:

- Termly child / parent events for all of the family to attend.
- Regular newsletters informing parents of events taking place in school.
- We have a Class Dojo which all parents are invited to use. We use this to outline key learning and notices for the week. This has a translation function to ensure all parents are able to access key messages.
- A phonics workshop for the parents is held in the Autumn term and a Maths workshop for parents in the Spring term.
- Twice a year parents have the opportunity to discuss their child's progress in detail with the teacher at parent's evenings.

- A full written report is sent home annually.
- We have an open door policy at Norwich Road Academy and talk regularly with parents.
Parents are always welcome to chat with their child's teacher before or after school. They can make an appointment if they feel they need more time to discuss a particular concern. The teachers will do their best to accommodate them.
- Parents can access the school website for relevant information.
- Various parental engagement events take place across the year including European Day of Languages, singing events and 'crafternoons'.

Safeguarding & Welfare

'Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them.'

(Statutory Framework for EYFS 2014)

At Norwich Road Academy, we understand that we are legally required to comply with welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2014.

- To provide a setting that is welcoming, safe and stimulating where children can grow in confidence;
- Promote good health;
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs
- To ensure that all adults who look after the children, or who have unsupervised access to them, are suitable to do so;
- Ensure that the setting, furniture and equipment is safe and suitable for the purpose it was intended for;
- Maintain records, policies and procedures required for the safe efficient management of the setting and to meet the needs of the children.

Keeping Safe - It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. We encourage children to take risks and highlight the importance of keeping themselves safe by teaching

them how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children.

For further information on Safeguarding, please refer to our safeguarding Policies on the our website.

Our children in EYFS receive daily free fruit from the Government scheme. The children are encouraged to have a piece of fruit during snack time and milk or water. This encourages children to become independent and make their own decisions. They have access to their water bottles at any point during the school day. Reception children are eligible for free school meals or can choose to bring in a healthy packed lunch from home. Information about the children's dietary needs is sought when they enter the setting. A list of the children's dietary needs is available in the classroom and all practitioners have regard to this when putting out food and drink in the snack area or when leading a cooking or food tasting activity. The school lunch menus are available on the school website so that parents and carers can support their children to choose their food.

The Nursery and Reception classes have access to their own toileting facilities and we teach the children the importance of hygiene, hand washing techniques and throughout the year we plan cooking activities to give children experiences of a range of healthy food.

Inclusion

Our whole school ethos, as well as that of the foundation stage, embraces inclusion. We recognise and respect the abilities and strengths of our children at all levels of development and the wealth of knowledge and experience that they bring from their differing backgrounds and cultures. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning and we set realistic and challenging expectations that meet the needs of individual children, so that children are able to reach their full potential.

We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds. We aim to build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence using a wide range of teaching strategies based on children's learning needs

We will provide: a wide range of opportunities to motivate and support children and to help them to learn effectively; a safe and supportive learning environment in which the contribution of all children is valued; resources which reflect diversity and are free from discrimination and stereotyping; challenging activities for all children and for those whose ability and understanding are advanced. We will monitor children's progress and take action to provide support as necessary.

Where a specific need is suspected we will liaise with the Special Educational Needs co-ordinator and seek advice from outside agencies. We adhere to the Equal Opportunity and Inclusion policies of the school.

We have contact with a range of support services and use these to support our children's needs:

- School health and health visiting
- Speech therapy
- Education welfare
- Social services
- School psychological services

Premises and Security

All access to the school is either through the main school door or playground gate, which are both kept locked during the school day. The office staff are responsible for verifying the identity of any visitors before they enter school. Visitors are asked to sign in to the school visitor's log and are given a lanyard to wear. Staff are aware of their role in challenging anyone who is not recognised and asking for identification from anyone claiming to be from an outside agency. To gain access into the school, visitors alert office staff by ringing the gate bell. School members of staff gain access through a code. The external doors are closely monitored by staff when children are entering or leaving the setting, to ensure that they cannot leave unaccompanied. The online register is used to check how many children are present. When moving from one area school to another, head counts are used to check that all children are present before leaving.

Arrival and Collection of children

Children can enter school at 8:40am Reception and 9:00am Nursery. Parents must accompany the children onto the Nursery / Reception playground. Each child is marked present using the online register by the class teacher. When collecting the children at the end of the school day, parents and carers use the Nursery and Reception outdoor area. If a child needs to be collected during the school day, parents report to the school office. Under no circumstances is a child allowed to leave with anyone other than those named on the child's collection arrangement form, unless the parent has given written permission. Parents are given a collection form when enrolling their child in school to verify who is allowed to collect their child. In exceptional circumstances, a parent may give verbal permission, but a description will be required. If there are any queries regarding a child's collection, the office staff will contact the child's parent/carer to discuss the situation with them. If a child is not collected and the parent/carer is uncontactable, the other names on the child's registration form will be called to collect the child. If no-one on the child's registration form is contactable, a member of the DSL team should telephone the Social Services Duty Officer or Out of Hours Duty Point. Arrangements should then be made for the child to be removed to an appropriate place of protection agreed by the Social Services Department. It remains the responsibility of the Social Services Department in conjunction with the Police to contact the parents and if appropriate, to inform them of their child's whereabouts.

Missing Child

If a child disappears during the school day, practitioners will; check with all members of staff when the child was last seen and that they have not been collected by a parent/carer, organise a thorough and systematic search of the building and surrounding playground etc, inform the Principal of the situation and telephone the child's parents or other emergency contact to explain the situation and double check that the child is not there or their whereabouts known. If the child is still unable to be located, the school will notify the police of a missing person.

Outings

Written parental permission to take the children into the local environment is sought upon admission to the school. Further permission is obtained for any other outings. Risk assessments are completed for each type of outing.

Promoting dangers and how to stay safe

We encourage the children to take an active role in ensuring their own safety and involve them in discussions about health and safety issues. For example, the risk assessment for using the Nurture Area is shared with children, who are expected to follow the rules independently. The school follows a thorough PSHE programme, which encourages children to think about who can help them in different situations.

Risk Assessments

In addition to the school's risk assessment, daily risk assessments are completed in Reception to ensure that any hazards are identified and managed before the children enter the classroom.

Illnesses and Injuries

Parents and carers are asked not to send their child to school if they are unwell and to inform the school office of their absence. Parents/carers are asked to inform staff if their child is suffering from a minor ailment so that appropriate care can be given. Children must not return to school within 48 hours of a bout of sickness or diarrhoea.

If a child becomes unwell whilst at school, a member of staff will:

- phone the parents/carers, explain that their child is unwell, explain the symptoms noted and ask them to collect their child.
- sit with the child in a quiet place away from other children, if possible, until the parents arrive.
- if the child has had sickness or diarrhoea, explain the policy of at least a 48 hour clearance of either symptom before the child may return.

Advice relating to notifiable diseases is displayed in the school office. In the case of an injury, appropriate first aid will be administered by a qualified first aider. A first aid kit is kept in the Reception area and its contents are in accordance with academy policies.

First aid cover is provided at lunchtimes. All accidents are recorded in one of the school's accident books and signed by the member of staff who dealt with the incident. The staff member dealing with the incident is responsible for completing an accident slip and this is sent home with the child at the end of the day.

Parents/carers may be contacted by telephone to inform them of an injury if deemed necessary. We ask for written parental consent to seek any necessary emergency medical

advice or treatment in the future when the children are admitted to school. In the case of a more serious accident to a child, the practitioner/school will contact the parent/guardian to agree a course of action if time permits. If the parent/guardian cannot be contacted the practitioner/school will seek appropriate medical attention or treatment for the child. The child should not be given anything to eat or drink.

If a child or adult needs to be transported to hospital, every effort should be made to use a car with fully comprehensive insurance including business use. Two adults must accompany the child, and one adult must accompany a member of staff. Should an ambulance be required, one adult must accompany the child or adult. The child's registration form must be taken to the hospital with the child.

If a child needs additional support for a condition an initial meeting will take place with the class teacher / SENCo. Staff training and risk assessments / plans will then be put into place with agreement of the parents.

Training for medication that is invasive i.e. EPIPENS etc is available via the school nurse. If an individual child requires a care plan, this will be drawn up in partnership with parents and the school nurse.

Intimate Care

"Intimate" care is any care which involves washing, touching or carrying out an invasive procedure that most children are able to carry out themselves. However, depending on a child's age and stage of development, they may need some support, for example dressing, wiping their bottom after using the toilet and changing underwear following an accident. In most cases, intimate care is to do with personal hygiene and it is good practise for the school to inform the school nurse of all children requiring intimate care.

Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs and it is important that staff work in partnership with parents to give the right support to an individual child. No intimate care is to be given without the express written permission of the parent or guardian of that child and all parents and guardians will be asked to provide that permission when their child joins Early Years at Norwich Road Academy.

Subject Leader

Subject Leaders at Norwich Road Academy will:

- Prepare and review subject policy and curriculum plans

- Promote the study of the subject throughout the academy
- Advise and support staff in the planning, delivery and assessment of design and technology;
- Monitor and evaluate the standards of children's work and the quality of teaching in design and technology throughout the school;
- Attend appropriate CPD and stay informed regarding developments within their subject
- Provide and evaluate learning resources
- Provide training and CPD to staff on the subject curriculum and its delivery, and keep them informed about subject developments nationally
- Assess the impact of the subject curriculum on pupil's learning and development

Monitoring and review

This policy will be reviewed by staff and governors at least every 2 years.