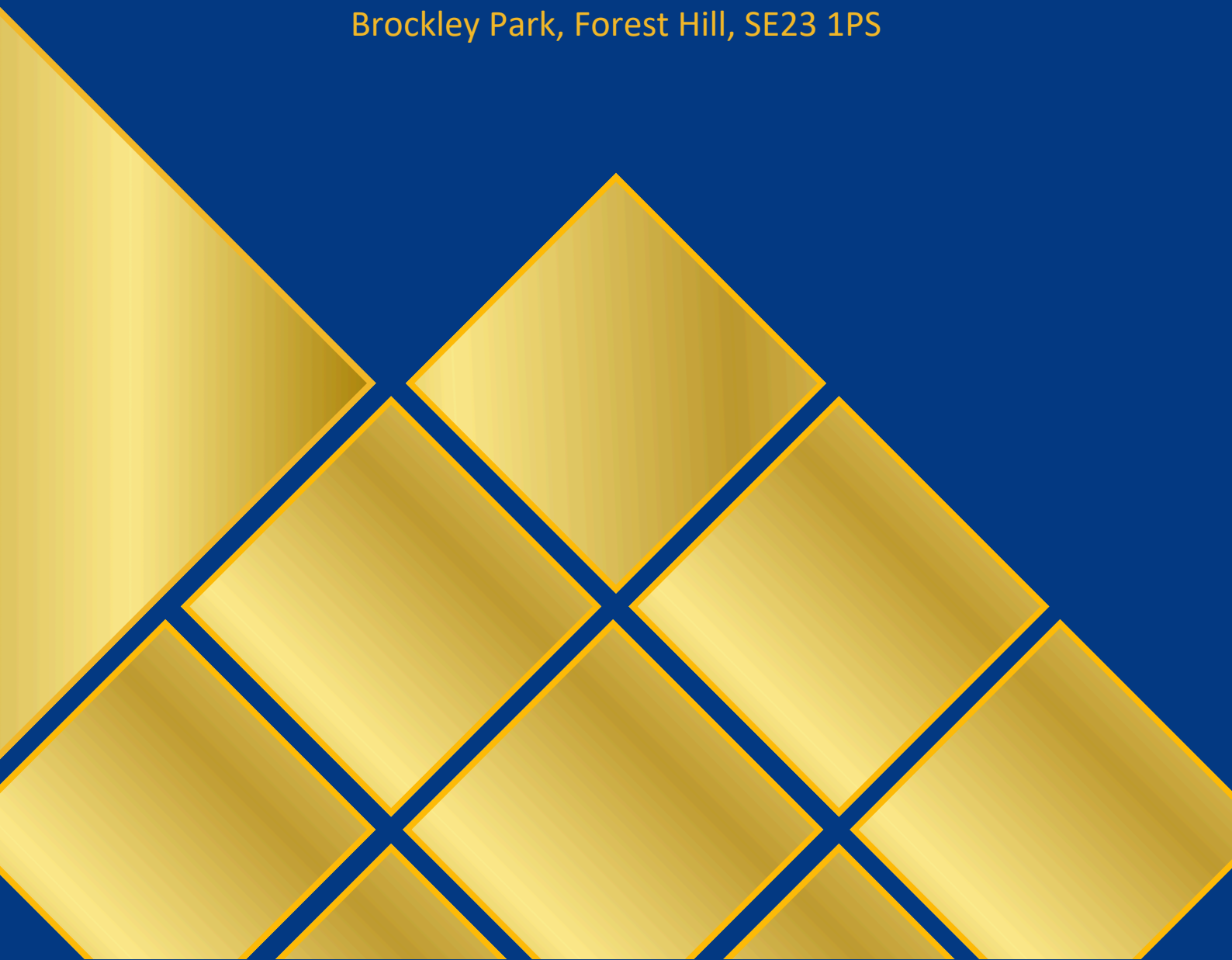


ST WILLIAM OF YORK



Catholic Primary School
Brockley Park, Forest Hill, SE23 1PS



Teaching & Learning Policy

Policy Review			
Policy Reviewed On	June 2026	Signed:	<i>H Mayers</i>
Governing Body Ratification	July 2026	Signed:	Governors
Next Review Date	July 2028		



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OUR MISSION

The purpose of St William of York Catholic Primary School is to educate children in an atmosphere of Christian love.

We respect and rejoice in the uniqueness of each child, and aim to make learning a happy and positive experience for everyone in our community.



AIMS & ETHOS

At St. William of York Primary School we aim to:

- Raise levels of attainment for all pupils, enabling them to achieve their personal best.
- Develop confident, disciplined and enquiring learners, able to make informed choices.
- Foster a love and enjoyment of learning
- Foster self-esteem and personal responsibility, linked to respect for the needs and feelings of others.
- Facilitate considerate and positive relationships between all members of the school community.
- Ensure equal opportunities in relation to gender, race, class, disability, special need and belief.
- Value and respect all cultures.
- Provide a safe and happy work place.
- Promote a thoughtful attitude towards the immediate and wider environment.
- To deepen each child's understanding of their role within their community.

The ethos and atmosphere underpin the agreed aims of the school. Teachers will provide a broad and balanced curriculum, which will develop the skills, concepts and knowledge necessary for future learning.

- Providing a calm, quiet and effective working environment at all times, in which each child can achieve his or her maximum potential.
- Providing a welcoming environment, in which courtesy, kindness and respect are fostered.
- Providing positive role models.
- Providing a fair and disciplined environment, in line with the school's 'Behaviour Policy'.
- Maintaining purposeful and informative planning, record-keeping and assessment documents, in line with the school's record-keeping and assessment policy statement.
- Effective management of their professional time.
- Developing links with the wider community.
- Providing children with meaningful, purposeful tasks, related to the National Curriculum programmes of study and the EYFS.
- Valuing and celebrating pupils' success and achievements.
- Reviewing personal and professional development by providing appropriate INSET, training and support of colleagues, in order to ensure a high level of professional expertise.

OUR APPROACH

"Education is not and must never be considered as purely utilitarian. It is about forming the human person, equipping him or her to live life to the full."
— Pope Benedict XVI

At our school, our approach to teaching and learning is holistic, aiming to support every pupil in their academic, personal, social, emotional, and spiritual development. We build strong relationships with our children and families. We believe that true education goes beyond the acquisition of facts; it is about nurturing the whole child and preparing them to contribute meaningfully to the world.

Rosenshine's Principles of Instruction

To achieve this, our pedagogical philosophy is grounded in Rosenshine's Principles of Instruction. We use the "I Do, We Do, You Do" model to provide a clear structure for learning, moving from explicit teacher modeling to guided practice before pupils transition to independent work.

These principles bridge the gap between cognitive science and classroom practice, ensuring that our teaching methods are efficient and effective. By breaking down complex tasks into smaller steps and providing scaffolded support, we ensure that all children can achieve success and build confidence in their abilities.

A central feature of our practice is the use of daily, weekly, and monthly reviews to strengthen long-term memory. We emphasise the importance of high-quality questioning and thinking out loud to model expertise, alongside guided practice which allows teachers to check for understanding before pupils move to independent work. These evidence-based strategies ensure that learning is deeply embedded and accessible to every learner.



INCLUSION

We are committed to Inclusion and we have a focus on high quality teaching for our pupils. At times, adaptation is necessary and the following visual, verbal and written strategies can be used:

1

Verbal

- Think alouds
- Wait times
- Check for understanding
- Chunking instructions
- Oral rehearsal
- Pre-reading
- Echoing and expanding

2

Visual

- Task boards and checklists
- Visuals to support instructions
- Graphic organisers (e.g. Frayer models, story maps etc.)
- Visual timetables
- Working walls
- Use of visualiser
- Use of Widgit
- Zones of regulation
- Use of manipulatives

3

Written

- Sentence stems
- Word banks
- Picture glossaries
- Writing frames
- Cloze procedures
- Knowledge organisers

PLANNING

LONG & MEDIUM TERM PLANNING

Each class will have a class map to provide a clear overview of the curriculum areas that must be taught, ensuring a consistent approach to learning across the school. These maps are formed on the basis of the National Curriculum, EYFS frameworks, and Diocesan guidance, creating a robust foundation for all pupil progress. The Senior Leadership Team regularly reviews curriculum content based on monitoring and evaluation, and long term plans are updated each year to reflect these improvements.

This long term plan is then broken down into a week by week plan for each half term, which shows the key learning and key vocabulary steps for every subject over a six week block. These medium term plans should be tweaked and updated based on formative assessment by teachers, as well as any trips planned, to ensure that the curriculum remains responsive to the needs of the children.

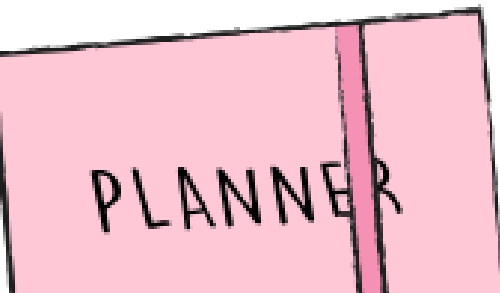
WEEKLY PLANNING

Teachers are not required to produce separate weekly planning documents, as the focus is placed on the practical resources used within the classroom. Instead, staff are expected to develop comprehensive PowerPoints and activity resources for every lesson, ensuring that each presentation incorporates all relevant teaching points and key vocabulary necessary for the session. A dedicated PowerPoint or set of resources must be prepared for every lesson identified on the daily timetable, providing a clear structure for delivery. Each lesson must be planned with clear adaptation to meet the needs of all children. To ensure accessibility and consistency across the school, these materials should be saved into the designated daily folders on the Google Drive.

TIMETABLES

All teachers must ensure that the timetable saved within their Google Drive folder is updated at the start of each term, or whenever specific changes occur, such as those necessitated by school trips or workshops. This ensures that the digital record remains an

accurate reflection of the current weekly schedule and allows for effective coordination across the year group.



PLANNER

CLASSROOM MANAGEMENT

All classrooms must provide a calm, organised, and tidy environment to facilitate effective learning, ensuring that the physical space is conducive to pupil focus and engagement. To maintain this standard, every classroom should include:



To support inclusion all classrooms must have:

- Visual timetable on a black background
- PowerPoints should use pale coloured backgrounds
- Zones of Regulation display
- Individual SEND Workstation
- Flexible seating arrangements



To support behaviour all classrooms must use:

- ACE/Recognition Board
- ACE Cards to give out when necessary
- Friday Club nominees
- Separate work space or a breakout space
- First reminder, second reminder, third reminder process



To support consistency in routines, all classrooms must use:

- Stop sign: children must ALL completely stop before teacher talks
- 1, 2, 3: one to stand up, two to move, three to sit down
- No hands up: teacher to select children to encourage active listening



To support learning, all classrooms must have working walls/displays for:

- | | |
|-----------|----------------------|
| • English | • RRSA Class Charter |
| • Maths | • Oracy |
| • Science | • Humanities |

If you do not have enough display boards, use washing lines etc.



To support religious education, all classrooms must have:

- An RE prayer and focal table
- A cross
- A prayer box for children to write their own prayers
- Prayer Leaders

HOMEWORK

Homework tasks are set on a Friday and tasks are expected to be returned the following Wednesday. Each week, teachers will be expected to plan the following homework tasks. Feedback should be given on homework tasks in line with our Marking & Feedback Policy.

Reading

To support reading at home, children will take a book pack home each week, which may include a phonics book, a picture book for younger readers, or a self-chosen book for older readers. All children will be provided with a reading record, which should be completed regularly to track their progress and engagement with these texts.

Topic Menu

Each term, teachers will create a topic menu of homework activities consisting of twelve tasks that are directly linked to class learning and current topics. Children are expected to choose and complete one task per week, allowing them to engage with their curriculum in a varied and personalised way.

Maths

For mathematics, children will complete homework tasks on the White Rose Infinity platform, with assignments specifically linked to their current classroom learning. In addition to these tasks, children should regularly practise their number facts and times tables using Times Tables Rock Stars and Numbots to build fluency and recall.

Spellings

Each week, children will be provided with a spelling list that focuses on specific patterns or rules aligned with their year group. These words will be explicitly taught in class to ensure understanding, and children are encouraged to regularly practise them at home to reinforce their learning and prepare for weekly assessments.



ASSESSMENT

Feedback & Marking

Our school implements a systematic marking and feedback process focused on ensuring children make rapid progress. Every piece of work must be marked according to this policy, with teachers using coloured stickers to indicate if a child has mastered (pink), achieved (green), or is still working towards (blue) the specific learning objective. Teachers are expected to provide "Fast Feedback," which involves live marking and on-the-spot interventions during lessons to clarify misconceptions or challenge pupils. This evaluation must be completed at the end of each day, as marking children's work is essential to inform the teacher's planning and next steps for the following session.

The PiXL logo is displayed inside a white circle with a yellow border. The logo itself consists of the word "PiXL" in a bold, sans-serif font, with a small orange dot above the 'i'.

PIXL Assessments

For pupils in Year 1 through to Year 6, the school uses PiXL assessments for reading and mathematics to track progress and identify areas for development. These assessments are completed termly during designated assessment weeks, and teachers must ensure that marks and raw scores are uploaded to the PiXL platform by the specified deadline. This allows for rigorous gaps analysis, which is used to inform future planning and curriculum delivery. PiXL scores must also be uploaded to Insight on a termly basis to maintain a comprehensive record of pupil attainment. In Years 3 to 6, the data gathered from these assessments is specifically used to target support and inform the planning for PiXL booster groups.

Insight Assessment

The school uses Insight to track and monitor assessment data and pupil progress throughout the academic year. During the term, teachers are expected to record ongoing formative assessment by ticking achieved objectives for reading, writing, maths, science, and RE. At the conclusion of each term, this data must inform summative teacher judgements to determine whether a child is working at a level of below, just below, on track, or greater depth for their specific year group. This comprehensive overview is then used during pupil progress meetings to target specific interventions and support where they are most needed.

The Insight logo is shown inside a white circle with a yellow border. The logo features the word "insight" in a bold, lowercase, sans-serif font, with a blue bar chart icon above the 'i'.

MATHS

Planning and Teaching

At our school, we use White Rose Maths as our primary scheme of learning to ensure a consistent, mastery-based approach across all key stages. While the White Rose frameworks provide a robust sequence, we view their PowerPoint slides and materials as a starting point rather than a script; teachers are expected to adapt these resources to meet the specific needs and prior attainment of their learners. To promote high standards of presentation and mathematical reasoning, we aim to minimise the overuse of pre-printed worksheets. While White Rose resources may be used to create question strips for exercise books, we prefer for pupils to record their thinking and calculations directly into their books whenever possible. To further strengthen foundational arithmetic and number sense, we integrate the NCETM Mastering Number program. Currently, this targets fluency in Reception and Years 1 through 3. We are committed to the continued roll-out of this initiative, with the goal of extending Mastering Number to all year groups, from Reception to Year 6, by September 2026.

Pupil Books

All pupil books for Maths should follow these guidelines:

- Short date
- Date and success criteria underlined
- Use pencil
- Margin from Yr2 upwards (2 squares)
- Mastery stickers
- Photographs to show use of manipulatives
- Fluency calculations - children to copy into books (no strip required)
- Strips of questions for reasoning and problem solving
- Evidence of maths learning every day



ENGLISH

Reading

Reading is taught through the Read Write Inc. phonics program in EYFS and KS1, with children assessed and regrouped every six weeks to ensure targeted support. At the end of Year 2, pupils transition to Guided Reading, which takes place four times a week in KS2. These 45-minute sessions use high-quality texts to focus on specific comprehension skills. While teachers plan deep-dive activities around selected pages, children read the entire text over the course of each half term.

Writing

For writing, we use the Real World Writers approach from Writing for Pleasure. Teachers follow the established planning structure to immerse children in specific text types and their purposes. To ensure a cohesive approach to literacy, explicit grammar and spelling instruction are integrated directly into the planning process, informing how children draft and refine their work.

Oracy

Oracy is built into every aspect of our curriculum, with a dedicated focus on active listening, structured talk opportunities, and deep vocabulary exploration. In line with our school oracy strategy, we provide explicit instruction in visual, vocal, and verbal communication to ensure all pupils become confident speakers.

Pupil Books

All pupil books for English should follow these guidelines:

- Write in pencil (KS1)
- Write in pen (KS2)
- Long date
- Evidence of English lesson every day
- Joined cursive writing from Yr1
- Green pens used for pupil editing from Yr2
- Photos of practical activities
- Published work (1 x per term)

All pupils Guided Reading books should follow these guidelines:

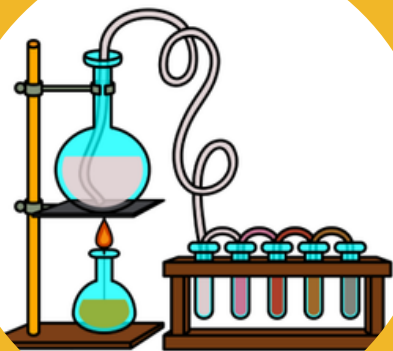
- Short date and success criteria underlined
- Pen underlined
- Questions stuck in (green & pink questions for challenge)
- KS1 children can just write the answers
- KS2 children respond in full sentences for inference



SCIENCE

Planning and Teaching

Our science curriculum follows the White Rose Science scheme of learning to ensure a progressive and comprehensive approach. While the scheme provides a wealth of resources and PowerPoints, teachers use these as a starting point and must adapt materials to suit their specific cohort. It is a requirement that the schemes are used to plan lessons with a clear practical element, fostering hands-on inquiry. To maintain high expectations for recording, worksheets should be avoided unless a writing frame is essential to support specific learners.



Pupil Books

All pupil books for Science should follow these guidelines:

- Write in pencil (KS1)
- Write in pen but draw in pencil (KS2)
- Photographs of practical activities
- Writing about experiment stages (e.g. prediction, steps, results, conclusion)
- Working scientifically stickers to show challenge
- Avoid worksheets - images can be stuck in if needed as a prompt for a piece of work
- Evidence of science learning at least once per week

Enrichment

Science enrichment is prioritised through trips, visits, and workshops planned to complement and enhance our core topics. We encourage the use of the local area to explore science within our community, such as identifying local tree species, searching for minibeasts, or conducting soil sampling. We celebrate Science Week every March, which provides a dedicated opportunity for pupils to engage in practical investigations and hands-on activities alongside their buddy classes.



RE

1

Lighting the Path

We use Lighting the Path as our RE scheme of learning, a program fully approved by the Archbishop to ensure high-quality Catholic religious education. This scheme provides a structured approach to exploring the Catholic faith, focusing on scriptural foundations, liturgical traditions, and the lived experience of the Church today.

2

Pupil Books

All pupil books for RE should follow these guidelines:

- Write in pencil (KS1)
- Write in pen (KS2)
- Long date and success criteria underlined
- Avoid use of worksheets unless specific learners need a writing frame as a scaffold
- Photographs of liturgy and prayer
- Evidence of 2 x RE lessons per week
- Use the RE 'stickers' for Understand (Uri), Respond (Raph) and Discern (Dena)

3

Prayer Focus

We teach children a range of different prayers throughout the school year to enrich their spiritual development and prayer life. These varied traditional and contemporary prayers are woven into our daily routine, being used consistently for our morning, lunchtime, and end-of-day reflections. By exploring a diverse repertoire of prayer, we help pupils find different ways to express their faith and gratitude at key points during the day.



HISTORY & GEOGRAPHY

Planning and Teaching

In History and Geography, we use the Primary Knowledge Curriculum (PKC) as the foundational basis for our lesson sequencing and planning. While these plans provide a structured starting point, they must be intentionally adapted by teachers to suit the specific learning needs of the pupils within their class. It is essential that both planning and teaching provide clear evidence of this adaptation and appropriate challenge within every lesson, ensuring that the curriculum is accessible yet ambitious for all learners.

Pupil Books

All pupils History and Geography books should follow these guidelines:

- Knowledge Organiser at the beginning of each topic
- Long date for every piece of work
- Writing in pencil (KS1) and pen (KS2)
- Avoid using worksheets for activities
- Scaffolds and frames may be appropriate at times for some learners
- Include photographs of any fieldwork or enrichment opportunities that link to the topic and get children to write a short caption about what they learnt
- Use of success criteria and must, try, brave criteria
- Consistent marking and feedback

Trips, Visits & Topic Days

Whenever possible, trips or visits should be arranged to enhance and enrich pupils' experiences and deepen their understanding of history and geography topics. Teachers should plan at least one dedicated topic day during the academic year, such as a Roman Day or South American Day. These immersive days should involve children dressing up and engaging in a full day of activities linked to the topic, such as food tasting, art and craft projects, and speaking and listening exercises, to bring the subject to life.

EYFS

Our vision for the EYFS is inspired by the Reggio Emilia approach, which is centered on child-led learning, where curiosity and wonder are nurtured through play opportunities and the use of natural, open-ended resources to provoke discovery.



Our EYFS curriculum is designed to be ambitious, holistic, and deeply rooted in our school's Catholic mission of Christian love. We balance teacher-led instruction with purposeful, play-based learning that celebrates the uniqueness of every child. By providing a rich variety of experiences across all seven areas of learning, we aim to make the first years of education a happy, positive, and stimulating experience that fosters a lifelong love of learning.



The classroom environment is carefully organised to provide a calm and productive space where children feel safe to explore and take risks. We use high-quality indoor and outdoor learning zones that encourage independence, curiosity, and physical development. Through a mixture of planned activities and child-initiated play, we ensure that the environment remains dynamic and responsive to the interests and developmental needs of our youngest learners.



We place a high priority on oracy and the development of communication skills, using the evidence-informed ShREC approach to facilitate high-quality, back-and-forth interactions. This framework, Share attention, Respond, Expand, and Conversation, ensures that practitioners are attuned to each child's interests and provide rich language models. This focus on oracy ensures that our youngest learners gain the confidence and linguistic tools necessary to express their needs, build relationships, and succeed in their future learning.



In EYFS, we implement a highly structured approach to early reading using the Read Write Inc. phonics programme. This systematic teaching ensures children develop strong foundational skills in decoding and blending from the very beginning of their school journey. To maintain high standards and ensure no child falls behind, pupils are formally assessed every six weeks; these regular reviews allow teachers to track progress accurately and provide targeted support or interventions tailored to each child's specific level.



We recognise that parents are the primary educators of their children, and we strive to build strong, collaborative partnerships from the point of entry. Regular communication, home-learning opportunities, such as the weekly book packs, and workshops ensure that families are well-equipped to support their child's progress. These strong relationships are vital in ensuring smooth transitions into the school and eventually into Key Stage 1, providing a consistent and supportive framework for every child.

COMPUTING

Planning and Teaching

In Computing, we use the Purple Mash scheme of learning to provide a structured and comprehensive curriculum. We use the Purple Mash platform to access the various software and tools children learn to use, ensuring they develop essential digital skills. All staff and pupils have an individual login to Purple Mash. During lessons, teachers can set specific tasks on the platform for children to complete, enabling real-time monitoring of progress and efficient delivery of the computing curriculum. Teachers are encouraged to make cross-curricular links during Computing lessons whenever possible. Devices may also be used in other areas of the curriculum e.g. research, publishing writing etc.

Pupils' Work

Pupils' work in computing should be saved directly to their individual Purple Mash accounts, ensuring a digital record of their progress is maintained. If a piece of work links to another curriculum area, it should be printed and stuck into the appropriate subject book to provide a complete picture of learning. For example, a classification activity linked to a science topic can be printed and placed in the science book, ensuring that evidence of cross-curricular learning is captured in the correct context.

The logo for Purple Mash, featuring the word "purple" in a stylized purple font and the word "mash" in a bold white font, both set against a black circular background.

purple
mash



PE

1

Planning and Teaching

We use PE Planning as our primary scheme of learning for both indoor and outdoor PE, ensuring a consistent and high-quality approach to physical education. The planning sets out a clear progression of skills and knowledge, with built-in adaptation to ensure every pupil is appropriately challenged and supported. To document the learning journey and celebrate physical achievements, photographs should be used to capture children's experiences and provide a visual record of their development in each unit.

2

Specialist Coaches

St William of York uses specialist sports coaches to enhance our provision for outdoor PE, specifically for football and cricket lessons. These coaches are responsible for the planning and delivery of these specialist sessions, bringing a high level of expertise to the curriculum. To support the school's commitment to ongoing CPD, teachers may be required to supervise their class during these sessions, allowing them to observe specialist teaching and develop their own confidence in delivering high-quality physical education.

3

Swimming

Lessons take place at Forest Hill Pools and are led by specialist swimming teachers to ensure high-quality instruction and water safety. These lessons are delivered as an intensive two-week block. This provision is currently targeted at pupils in Year 4 and Year 6, ensuring they meet the national curriculum requirements for swimming and water safety before leaving primary school.

ITALIAN

Planning and Teaching

In our Italian MFL lessons, we use Language Angels as our primary scheme of learning to provide a structured and engaging approach to language acquisition. The curriculum focuses on developing the four key pillars of language learning, listening, speaking, reading, and writing, through interactive and age-appropriate units.



Pupils' Work

Pupils will maintain an individual Italian file, which serves as a dedicated record of their language development. All work completed during Italian lessons, including written exercises and evidence of linguistic progress, should be added to these files.

Using Italian

To further immerse children in the language, teachers should use Italian across the school day as much as possible. Incorporating Italian into daily routines, such as using greetings or taking the register, helps to normalize the language and reinforce vocabulary outside of discrete lessons.



ART AND DT

Our Art and DT curriculum focuses on studying specific artists to provide inspiration and a foundation for children's creative journeys. Through a series of key steps, pupils express their own art and design work in a variety of ways, using a range of resources and diverse approaches to develop their unique styles.



Planning and Teaching

In Art and Design Technology, we use Access Art as our foundational scheme of learning for planning. While this provides a robust structure for developing skills, teachers should adapt the focus of projects to link specifically to their class topics. By tailoring these plans, we ensure that creative work remains meaningful and relevant, allowing pupils to apply their artistic and technical skills within the broader context of their current learning.



Sketchbooks and Watercolours

Each child will be given a dedicated sketchbook for their artistic explorations, which will follow them as they move up the school to create a continuous record of their progress. Additionally, in Year 3, pupils will be provided with their own watercolour palette, which will also stay with them throughout their journey at St William of York. This ensures that children develop a sense of ownership over their high-quality tools and can clearly observe the evolution of their skills and techniques over time.



Bow Arts

We are proud to work with professional artists from Bow Arts, who deliver a bespoke project annually with our pupils. These projects are fully planned and delivered by the visiting artists, providing children with the opportunity to work alongside industry professionals and explore ambitious creative techniques. This partnership enriches our arts curriculum, exposing pupils to diverse artistic practices and inspiring them through high-quality, hands-on experiences.

RELATIONSHIPS HEALTH EDUCATION

Planning and Teaching

Our RHE (Relationships and Health Education) curriculum follows the Ten Ten: Life to the Full scheme of learning. This programme is rooted in a Christian understanding of the human person, teaching children that they are uniquely created and loved by God. It covers key themes such as physical and emotional health, respectful relationships, and personal safety, all delivered through age-appropriate films, stories, and interactive activities that support the spiritual and moral development of our pupils.

Pupils' Work

To ensure a clear record of the RHE curriculum, teachers should add an image of the specific Ten Ten units covered into pupils' RE books. This visual record should include a brief overview of the learning focus for that unit. Underneath the image, children should write a short caption reflecting on what they have learned, providing a meaningful opportunity for personal response and assessment of the topics discussed.

School Life

While RHE is taught as a discrete subject, it is also woven into the fabric of daily school life. We believe that every interaction, whether on the playground, in the dining hall, or during group work, presents a valuable opportunity to support children's understanding of healthy relationships and personal well-being. By exploring these learning moments as they arise, we ensure that the principles of respect, empathy, and self-care are consistently reinforced and authentically practised by our pupils.

The logo for 'Life to the Full' is located in the bottom right corner. It features the words 'Life to' stacked above 'the Full' in a blue, rounded, sans-serif font. The text is enclosed within a circular frame made of several overlapping, hand-drawn style orange lines.

Life to
the Full

MONITORING APPROACH

1

Leaders will carry out learning walks a number of times during each term to maintain an ongoing overview of school standards. These walks focus on pupil engagement and the classroom environment, while also addressing specific areas of school development.

2

Each term, the SLT will conduct lesson observations as part of the school's established monitoring and review cycle. These sessions serve as an opportunity to celebrate instances of strong practice and reflect on specific areas for further development. Following each observation, feedback will be provided to the teacher, and any targets identified during the process will be reviewed and followed up on during the subsequent lesson observation.

3

Subject leaders and SLT will collect a sample of books every 2-3 weeks to conduct a book look. These sessions are designed to monitor high standards of work and ensure consistency in the application of the school's approaches. During these reviews, leaders will look for parity across different subjects, ensuring that adaptation for individual needs is evident and that all pupils are being provided with appropriate levels of challenge to deepen their understanding.

4

Subject leaders will conduct a Pupil Book Study for three focus year groups each term. This process involves a deep dive into children's work alongside discussions with the pupils themselves to gauge their understanding, retention of knowledge, and overall learning experience. By triangulating the work in books with pupil voice, leaders can gain a comprehensive view of the children's lived experiences of our school curriculum and teaching approaches.

POLICY REVIEW

This policy is reviewed every two years or sooner if there are updates or changes to the school's approach to staff wellbeing

Reviewed on

May 2026

By

Headteacher

Approved by Governors

July 2026

By

FGB

Next Review

July 2028