

READING CURRICULM POLICY

*St. Joseph's
Catholic
Primary School,
a Voluntary
Academy*



“Growing in love in the spirit of Christ for the benefit of all.”

St Joseph's Catholic Primary and Nursery Voluntary Academy

Reading Policy

Updated September 2024

As a Catholic Academy, religious education and faith development are at the heart of our school curriculum developing the Catholicism and spirituality of our pupils and we strive to ensure that the children receive enriching experiences and a curriculum which reflects ‘the spirit of Christ, for the benefit of all’ through our school mission statement. The curriculum has been developed to support the needs of our community and the child as a whole. Our curriculum is designed to be creative, inspiring and challenging.

INTENT

Rationale:

At **St Josephs**, we believe that all our children can become fluent readers and writers. This is why we teach reading through *Little Wandle Letters and Sounds Revised*, which is a systematic and synthetic phonics programme. We start teaching phonics in Foundation 1 and follow the [Little Wandle Letters and Sounds Revised progression](#), which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

As a result, all our children are able to tackle any unfamiliar words as they read. At **St Joseph's school**, we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

We believe through reading, pupils will have a chance to develop culturally, emotionally, intellectually, socially and spiritually. We feel that reading enables pupils to acquire knowledge and to build on what they already know.

We actively encourage reading for pleasure and recognise it as a core part of every child's education, regardless of their background or attainment. We take the view that extensive reading and exposure to a wide range of texts makes a vital contribution to every child's educational achievement. Reading for pleasure aims to establish each child as a lifetime reader. Studies emphasise the importance of reading for pleasure for both educational as well as personal development. They show that promoting reading can have a major impact on children, their future and their life chances. . We make reading a key part of our curriculum and expose pupils to a wide range of texts in a variety of different situations.

Ambition:

Our intent is to:

- Ensure pupils read effortlessly, fluently and with good understanding
- Develop the habit of reading widely and often, for both pleasure and information
- Acquire a wide vocabulary and understanding of the conventions of reading
- Appreciate our rich and varied literary heritage

Concepts:

The working out of the pronunciation of unfamiliar words (decoding) and the speedy recognition of familiar printed words. The understanding that the letter on the page represent the sounds in spoken words. This begins with phonics teaching in the Foundation Stage.

The application of: explaining meaning, retrieval, identifying key details, summarising, inference, prediction and comparisons (reading domains) is embedded into the reading comprehension lessons, to ensure long-term retention of skills and information to aid pupils in later life and empower them for life beyond St Joseph's.

IMPLEMENTATION

Foundations for phonics in Foundation 1

- We provide a balance of child-led and adult-led experiences for all children that meet the curriculum expectations for 'Communication and language' and 'Literacy'. These include:
 - sharing high-quality stories and poems
 - learning a range of nursery rhymes and action rhymes
 - activities that develop focused listening and attention, including oral blending
 - attention to high-quality language.
- We ensure Nursery children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Foundation 2.

Daily phonics lessons in Reception and Year 1

- We teach phonics for 40 minutes a day. In Foundation 2, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers.
- We follow the [Little Wandle Letters and Sounds Revised expectations of progress](#):
 - Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.
 - Children in Year 1 review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

Daily Keep-up lessons ensure every child learns to read

- Any child who needs additional practice has daily Keep-up support. Keep-up lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.
- We timetable daily phonics lessons for any child in Year 2 or 3 who is not fully fluent at reading or has not passed the Phonics Screening Check. These children urgently need to catch up, so the gap between themselves and their peers does not widen. We use the

Little Wandle Letters and Sounds Revised assessments to identify the gaps in their phonic knowledge and teach to these using the Keep-up resources – at pace.

- If any child in Year 3 to 6 has gaps in their phonic knowledge when reading, we plan phonics ‘catch-up’ lessons to address specific reading gaps. These include the relevant little wandle phases, snip it and action words, and RED.

Teaching reading: Reading practice sessions three times a week

- We teach children to read through reading practice sessions three times a week. These:
 - are taught by a fully trained adult to small groups of approximately six children
 - use books matched to the children’s secure phonic knowledge using the *Little Wandle Letters and Sounds Revised* assessments and book matching
 - are monitored by the class teacher, who rotates and works with each group on a regular basis.
- Each reading practice session has a clear focus, so that the demands of the session do not overload the children’s working memory. The reading practice sessions have been designed to focus on three key reading skills:
 - decoding
 - prosody: teaching children to read with understanding and expression
 - comprehension: teaching children to understand the text.
- In Foundation 2 these sessions start in Week 4. Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books.
- In Year 2 and 3, we continue to teach reading in this way for any children who still need to practise reading with decodable books.

Home reading

- The decodable reading practice book sent home electronically to ensure success is shared with the family.
 - Reading for pleasure books also go home for parents to share and read to children.
 - We use the [Little Wandle Letters and Sounds Revised parents’ resources](#) to engage our families and share information about phonics, the benefits of sharing books, how children learn to blend and other aspects of our provision, both online and through workshops.

Additional reading support for vulnerable children

- Children in Foundation 2 and Year 1 who are receiving additional phonics Keep-up sessions read their reading practice book to an adult daily.

Ensuring consistency and pace of progress

- Every teacher in our school has been trained to teach reading, so we have the same expectations of progress. We all use the same language, routines and resources to teach children to read so that we lower children’s cognitive load.
- Weekly content grids map each element of new learning to each day, week and term for the duration of the programme.

- Lesson templates, Prompt cards and how to videos ensure teachers all have a consistent approach and structure for each lesson.
- The Reading/ Phonics Leader and SLT use the Audit and Prompt cards to regularly monitor and observe teaching; they use the summative data to identify children who need additional support and gaps in learning.

Ensuring reading for pleasure

We value reading for pleasure highly and work hard as a school to grow our Reading for Pleasure pedagogy.

- We read to children every day. We choose these books carefully as we want children to experience a wide range of books, including books that reflect the children at **St Joseph's school** and our local community as well as books that open windows into other worlds and cultures.
- Every classroom has an inviting book area that encourages a love for reading. We curate these books and talk about them to entice children to read a wide range of books.
- In the Foundation stage, children have access to the reading corner every day in their free flow time and the books are regularly refreshed.
- To ensure regular communication between home and school weekly homework includes a reading comments box for parents and carers to complete. Each week there is also a reading task to promote reading for pleasure.
- Each class visits the local library every half term.
- Children across the school have regular opportunities to engage with a wide range of Reading for Pleasure events (book fairs, author visits and workshops, national events etc.).

Subject Leadership / Subject Knowledge:

- All teachers given support to deliver phonics lessons in Foundation stage and key stage 1.
- Phonics delivery is monitored and assessed regularly by senior leadership team, ensuring a consistent approach and identifying any gaps through pupil progress meetings termly.
- CPD sessions conducted to give teachers the continuity and progression of skills across Key stages and phases.
- Inset training given to equip teachers with necessary skills to model, scaffold and question pupils to achieve a deeper level of understanding and vocabulary.

Reading Practice (Y2 – Y6):

Reading Practice lessons follow the same consistent approach throughout the school. Once a child in Year 2 has completed the Little Wandle program they move onto this model.

Reading practice sessions take place three times a week with the class teacher.

Session1 – **Engage**. Reading the text. Vocabulary Focus.

Session 2 – **Comprehension**. Children will be asked questions using their text to find the evidence to support their oral answers. Within this, adults model examples of how to provide a written answer to some questions

Session 3 -. **Application** .The children Independently answer questions.

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Planning is collated for each class on in the electronic reading practice file.

In order to teach each aspect of reading, lessons are tightly focused on reading domains.

In Key Stage 1, pupils are taught to answer questions based on **five** domains. These are:

- Vocabulary (1a)
- Retrieval (1b)
- Sequencing (1c)
- Inference (1d)
- Prediction (1e)

In Key Stage 2, there are **seven** domains. These are

- Vocabulary (2a)
- Retrieval (2b)
- Summarise (2c)
- Inference (2d)
- Prediction (2e)
- Viewpoint (2f)
- Word choice (2g)
- Comparing (2h)

Questions consist of 'SATs style' type questions as well as questions that require a longer written response.

Individual book allocation. Renaissance Reading Assessments are used to giving children an accurate reading age. Each book band matches each child's current attainment. For example, if a child is working at Year 4 Secure, they should be reading books within the Dark Blue band. The table below provides further guidance on the expected book bands by the end of each year group:

Through reading practice sessions children are exposed to age appropriate texts across the year.

Foundation 1	
Phase 1	Lilac
Reading for pleasure	Pink
Foundation 2	
Phonics decodable books	Phase 2/3 /4 Yellow
Year 1	
Phonics decodable books Green orange turquoise	Phase 5
Year 2	
Book Bands	White
Year 3	
	Brown

Year 4	
	Grey
Year 5	
	Dark blue
Year 6	
	Burgundy
	Black

Little Wandle and Book Band links.

Phase	Book band
Phase 1	Lilac
Phase 2	Pink
Phase 3	Red
Phase 4	Yellow (ARE F2)
Phase 4	Blue
Phase 5	Green / Orange (ARE)
Fluent readers	Purple/ Turquoise/ White
KS2	Book bands to match reading level

Reading Areas

All classes through St. Joseph's have an inviting reading area that focuses on a love of reading and the promotion of books (e.g. via book review displays, displaying topic books / information, class book covers). Quality Authors are introduced to each class regularly. Each academic year, this will be updated with current, relevant and quality text.

Each classes focused text are as follows:

Poem/poetry Focus	Autumn	Spring	Summer
Foundation	Nursery Rhymes		
Year 1	Traditional Rhyme- Mary, Mary, Quite Contrary (linked to topic)	Wind Tricks- Unknown Author (linked to Science)	The Little Turtle By Vachel Lindsay (linked to topic)
Year 2	Poem/song linked to castles.	Sea shanties	Poems about the seaside (book

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	Link to Castles, Kings and Queens	Link to Land Ahoy! – Spring 1	where the children can independently choose a poem.) Link to Coastline – Summer 1
Year 3	The Cataract of Lodore by Robert Southey (sections 2 and 3)	The lifecycle of a flower.	Jamaica market by Agnes Maxwell-Hall
Year 4	The Song of Hiawatha by Henry Wadsworth Longfellow	The Mountain by Emily Dickinson	#2518 by Tyler Knott Gregson
Year 5	The Raven Edgar Allen Poe	The Jabberwocky Lewis Carroll	The Highwayman Alfred Noyes
Year 6	What is pink? Christina Rossetti	The Click of the Garden Gate, May Hill	The Tiger by William Blake

Whole class book focus

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation Cycle 1	Sparkle and shine The Jolly Christmas Postman The Night Before Christmas Waterstones Pip and Posy: The Christmas Tree Spot's First Christmas Busy Christmas Harvey Slumfenburger's Christmas Present The Story of Hanukkah Hanukkah (Holidays and Festivals) Diwali (Celebrate the World) Eight Candles for Counting: A Chanukah Story (Festival Time) Ferdie's Christmas Hassan and Aneesa Celebrate Eid Holidays in Different Cultures) Around the World) Hats of Faith		Winter wonderland The Gruffalo's Child Kipper's Snowy Day Snow is my Favourite and my Best (Charlie and Lola) Little Polar Bear: Where are You Going Lars? One Snowy Night (A Percy the Park Keeper Story) Snow Bear Over and Under the Snow One Winter's Day Winter (Seasons) Frog in Winter Snow Bears Pip and Posy: The Snowy Day Snowflakes Snow and Blizzards Robin's Winter Song A Dot in the Snow All about Animals in Winter (Little Pebble: Celebrate Winter) Winter Sleep: A Hibernation Story Brrrr: A Book of Winter The Snow Beast		Animal Safari Book of Animals (Here We Are) Animal ABC ■ Animal Homes: Animal Surprises ■ Animals Are Delicious (Phaidon) ■ Doing the Animal Bop Animal Babies in the Forest! ■ Little Kids First Big Book of Animals (National Geographic Kids) ■ A First Book of Animals ■ Little Red and the Very Hungry Lion ■ Walking Through the Jungle My First Animal Signs (BSL: Baby Signing) ■ The Koala Who Could ■ Dear Zoo ■ Dancing Birds and Signing Apes: How Animals Say I Love You	

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	Grace at Christmas	Snow	I am a Tiger Arlo the Lion Who Couldn't Sleep Waterstones ■ Handa's Hen ■ Handa's Noisy Night ■ Handa's Surprise ■ Hello, Hello ■ Monkey Puzzle This Zoo is Not for You (Nosy Crow) Never Tickle a Tiger ■ Monkey and Me ■ Greedy Zebra (African Animal Tales) The Mixed-Up Chameleon
Fondation Cycle 2	Exploring Autumn ■ Leaf Man ■ How Many Seeds in a Pumpkin? ■ Pumpkin Soup It Was a Cold, Dark Night Squirrel's Autumn Search (Animal Seasons) Squirrel's Busy Autumn The Acorn The Very Helpful Hedgehog Bear Snores On Oliver's Wood After the Storm (A Percy the Park Keeper Story) The Great Big Sleep The Busy Little Squirrel (Classic Board Books) Tidy The Nutty Nut Chase Scaredy Squirrel Hibernation Station Ferdie and the Falling Leaves ■ The Gruffalo ■ Stick Man	Long ago Alfie at Nursery School ■ Peepo! ■ The Baby's Catalogue ■ Coming to England: An inspiring True Story Celebrating the Windrush Generation ■ The Big Alfie and Annie Rose Storybook ■ Lucy & Tom: At School ■ Lucy & Tom: At the Seaside ■ The Tiger Who Came to Tea ■ Mog the Forgetful Cat See inside The History of Britain What Did the Tree See? ■ My Two Grannies Waterstones ■ Major Glad, Major Dizzy Waterstones ■ Rosie's Hat ■ The History of Toys ■ Where in the World?: ■ Cities Then and Now: Lift the flaps and step back in time (Lonely Planet Kids) ■ Clothes Then and Now (Fast Forward) ■ Houses Then and Now (Oxford Reading Tree) Lost in the Toy Museum: An Adventure ■ Toys and Games Then and Now	Big wide world This Is Our World ■ All Are Welcome ■ Our World: A First Book of Geography ■ Fatou, Fetch the Water ■ Don't Spill the Milk! Mama Panya's Pancakes: A Village Tale from Kenya Welcome to our World: A celebration of children everywhere! Our World: Turn and Learn Our World in Pictures: Countries, Cultures, People & Places ■ Earth Heroes: 20 Inspiring Stories of People Saving Our World Culture and Diversity (Children in Our World) ■ Penguin on Holiday (Bloomsbury) My Village: Rhymes from around The World ■ Walk this World: A celebration of life in a day To Market! To Market! ■ Under the Same Sky ■ Catch That Goat!: A Market Day in Nigeria We're Going on a Lion Hunt ■ David Attenborough: Little People, Big Dreams Stories from Around the World for Little Children (Usborne) ■ My Granny Went to Market: A Round-the-World Counting Rhyme

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			<div><div><div><div><div></div><div>My Grandma and Me</div><div>Waterstones</div><div>Amazon Mina</div></div><div><div><div></div><div>Whizz Pop Granny, Stop!</div><div>(Hubble Bubble Series)</div></div><div><div><div></div><div>My Two Grandad's</div></div><div><div><div></div><div>Grandma Bird</div></div><div><div><div></div><div>My Grandpa is Amazing</div></div><div><div><div></div><div>Once There Were Giants</div></div><div><div><div></div><div>Jasper's Beanstalk</div></div><div><div><div></div><div>One Year with Kipper</div></div><div><div><div></div><div>The Doorbell Rang</div></div><div><div><div></div><div>Cinderella (Ladybird First Favourite Tales)</div></div><div><div><div></div><div>The Elves and the Shoemaker (Ladybird First Favourite Tales)</div></div><div><div><div></div><div>Sleeping Beauty (Usborne First Stories)</div><div>Waterstones</div><div>Amazon Heather</div></div><div><div><div></div><div>The Princess and the Pea (Usborne Young Reading Series)</div></div><div><div><div></div><div>The Emperor's New clothes</div></div><div><div><div></div><div>Puss in Boots</div></div></div></div></div><div><div><div></div><div>Baby Goes to Market</div><div>Amazon Camille</div></div><div><div><div></div><div>Handa's Noisy Night</div></div><div><div><div></div><div>Handa's Surprise</div></div><div><div><div></div><div>A is for Africa (World Alphabets)</div></div><div><div><div></div><div>Little Turtle and the S</div></div><div><div><div></div><div>Tidy Waterstones</div></div><div><div><div></div><div>One Gorilla: A Counting</div></div><div><div><div></div><div>There's a Rang-Tan in My Bedroom</div></div><div><div><div></div><div>Clean Up!</div></div><div><div><div></div><div>Mr Gumpy's Outing</div></div><div><div><div></div><div>Mrs Armitage and the Big Wave</div></div><div><div><div></div><div>Mrs Armitage on Wheels</div></div><div><div><div></div><div>Mrs Armitage Queen of the Road</div></div><div><div><div></div><div>You Choose</div></div><div><div><div></div><div>All Around the World (Animal Kingdom)</div></div><div><div><div></div><div>Tanka Tanka Skunk!</div></div></div></div></div></div></div></div></div></div></div></div></div></div></div></div></div></div></div></div></div></div></div></div></div></div></div></div></div></div></div></div>			
1	<div>Traditional Tale- Little Red Riding Hood</div> <div>We have also read class novels together not linked to topics. Roal Dahl- The Twits (Autumn Term)</div>	Beegu (Alexis Deacon)	<div>There's a T-Rex in Town (Ruth Symons)</div> <div>Class novel- Roald Dahl- Esio Trot</div>	Where The wild Things Are (Maurice Sendak)	Supertato (Sue Hendra)	Jabuti The Tortoise (Gerald McDermott)
2	The Very Last Castle by Travis Jonker	Roald Dahl – Fantastic Mr Fox	The Gruffalo by Julia Donaldson	Jack and the Beanstalk	The Lighthouse Keeper's Lunch by David Armitage and Ronda Armitage	Superworm by Julia Donaldson

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3	The owl who was afraid of the dark by Jill Tomlinson	Roald Dahl's Revolting recipes by Roald Dahl	The Tiger Who Came to Tea by Judith Kerr	The worst witch by Jill Murphy	Where the Wild Things Are by Maurice Sendak	Fing by David Walliams
4	Treasure Island by Robert Louis Stevenson		The Thieves of Ostia by Caroline Lawrence		The Saga of Erik the Viking by Terry Jones	
5	There's a boy in the girls bathroom Louis Sachar		Room 13 Robert Swindells		Varjak Paw S.F Said	
6	The Weight of Water by Sarah Crossan		Letters from the Lighthouse by Emma Carroll		How I Saved the World in a Week by Polly Ho-Yen	

Planning the Progression Model:

EYFS: a baseline assessment is conducted at a child's point of entry in Foundation one and is then re-assessed and updated at each Assessment Point. Foundation two following the little wandle Letters and sounds programme from phase 2 to 4.

Year 1: Following the little wandle Letters and sounds programme Phase 5

Year 2: individual word reading for fluency, plus whole class reading opportunities for deeper level understanding and comprehension.

Year 3 -6: colour coded band books available for reading for pleasure, borrowing books and recording those on a regular basis, recording times read at home as well. Whole class reading lessons for access to age appropriate challenging quality texts, with a deeper level of understanding and comprehension taught.

Breadth and Depth:

EYFS: language rich classroom, instructions to read, questions, reading through topic, reading area and role play areas.

KS1: reading opportunities given in class story time, class reading area, reading for information through topics studied, internet sources of reading, 1:1 reading opportunities, small group reading and whole class reading sessions, Bug Club and Renaissance Read quizzes for Year 2 children white level or above.

KS2: class story books shared (Literacy focus), reading area, reading for research and information through topics studied, internet sources of research, 1:1 reading opportunities, reading buddies (with younger children) whole class reading sessions, Renaissance Reading assessment.

IMPACT

Assessment:

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.

- **Assessment for learning** is used:
 - daily within class to identify children needing Keep-up support
 - weekly in the Review lesson to assess gaps, address these immediately in impact groups and secure fluency of GPCs, words and spellings.
- **Summative assessment** is used:
 - every six weeks to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the Keep-up support that they need.
 - by SLT and scrutinised through the *Little Wandle Letters and Sounds Revised* assessment tracker, to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.

Ongoing assessment for catch-up

- Children in Year 2 to 6 are assessed through their teacher's ongoing formative assessment as well as through the half-termly *Little Wandle Letters and Sounds Revised* summative assessments.

Assessment informs planning and identifies clear next steps in learning for all pupils, enabling pupils to make at least expected progress;

Assessment carefully and accurately tracks pupil performance and informs

Feedback and marking.

- There should be evidence of marking leading to improvement through Chat, Check and Challenge.

From Early years formal summative assessment points are made in Autumn 2, Spring 2 and Summer 2. Cornerstones assessment support this from year 2. From Year 3 Star Reading assessment are completed also at the beginning of each term to ensure correct allocation of book band, appropriate books and identify gaps for target setting.

Formal testing

Phonics check in line with Little wandle programme

End of key stage tests

How we encourage 'Reading for pleasure'.

Regular time spent reading by the teacher

Teachers regularly read aloud to pupils we do this because studies show that children who are read to aloud are more likely to do better in school both academically and socially. Effective reading aloud time is about creating a positive reading experience to engage pupils, so teachers model their enthusiasm for books and reading them. Teachers do not just read to the class but interact with them: ask questions about what has been read or the pictures they have been shown. This helps improve students' comprehension of the story.

As role models to the pupils, teachers model themselves as readers by discussing their own reading experiences with pupils. When choosing books to read aloud, a balance is struck between following the students' preferences and inviting them to try new types of books to expand their horizons and spark new interests.

Actively encourage a love of reading; promote reading of a wide range of books

Through discussing books of personal interest, regularly referencing books and promoting different kinds of books, teachers foster a love of reading that is passed onto the children. Teachers also encourage children to read widely by promoting reading and by using class rewards

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Teachers also encourage reading for pleasure by ensuring that pupils can use the class library, that they can choose books to read at home from the take home books selection and that they get rewarded for wider reading.

Resources that are available and promote reading:

Every classroom within the school has a reading area with a variety of texts including fiction, non-fiction, texts from different cultures and poetry.

School also make use of the Education Library Service which provides books linked to class topics and we have an extensive school library. School follow the Book Band scheme which consists of mainly Big Cat Rigby scheme in EYFS and Key Stage 1 and a selection of popular authors and quality text in Key Stage 2 for home reading.

Regular time for students to read self-chosen books silently. DEAR

‘Quiet Reading’ slots are built into each class timetable to allow every child dedicated time for reading for pleasure. The key to a successful ‘Quiet Read’ is:

- Getting all staff and students to take part
- Consistency as to when and how often it takes place
- Making sure all pupils are supported by bringing texts to the session or reading one that they have been given as a home reader

Book Days / Whole School Book Weeks

We use World Book Day to promoting reading and creating. Activities for the day are based around reading and the sharing of experiences, books and authors. As part of book days, pupils are encouraged to engage in activities including taking photographs of themselves reading somewhere unusual and making their own books.

Reading for Pleasure and Links with Home and Parents

Pupils take home school books to read with parents or independently as part of our normal school offer. Electronic books are also set linked to the children’s Reading Practice experiences. These are also used to support children on ‘Keep up programmes.’

Reading recommendations for each year group are sent home for parents. These consist of a lists of texts of recommended reads.

Information about book days/activities are shared with parents via the school website, newsletters and Marvellous Me.

The following policies should be read in conjunction with this one:

- Phonics Policy
- Teaching and Learning Policy
- Assessment Policy
- Marking Policy
- Special Needs Policy

Reviewed: September 24

Review Date: September 25