



Trinity St. Peter's

Church of England Primary School

where children shine

**Foundation Stage
Policy –
Nursery and Reception**

Nursery

Intent

Our **school vision** statement sets out clearly how we will achieve our vision:

'At Trinity St. Peter's we believe that every child is a star and that it is the school's responsibility to work in partnership with all members of the local and wider community to provide each child with the knowledge, skills and Christian values they need to shine in the real world. We want all our children to enjoy their learning journey, to achieve their full potential and to become caring global citizens of the world with the motivation and confidence to be the best they can be.'

Our **school aims**:

- To have a visually stimulating environment that reflects the school's identity and inspires children to learn.
- To be a welcoming and happy place where children feel safe and secure and where behaviour is excellent.
- Each child is valued as an individual with tremendous potential for learning.
- Each child encouraged to be an independent learner, have an enquiring mind and thirst for knowledge.
- Each child is listened to and their needs and interests identified
- Children feel happy, safe and secure in our positive, nurturing environment.
- Each child develops confidence and resilience in their Learning Journey supporting them to become successful lifelong learners.
- To work in partnership with parents, Holy Trinity Church and St. Peter's Church, and the local and wider community in order to maximise every child's contribution to, and their opportunities to learn from, their local and worldwide communities.
- To be an inclusive school that ensures that all pupils are given equality of opportunity regardless of gender, special needs, disability or race.

Trinity St Peter's Nursery aims to provide a safe and caring environment for children, where children know they are valued and can reach their full potential with our support and encouragement.









We believe that each child is an individual with skills and talents, needs and character that can be appreciated and responded to.


Each day we strive to further enrich their learning experience, in line with the Early Years curriculum, so they can truly shine.

We want to enrich their early years development with all the wonderful things that childhood brings - laughter, learning and making friends.

School values

Our school values that are embedded into all aspects of school life. The values taught in Nursery are linked to characters and visual icons that help children to articulate and reinforce these.

Character	Value	Child's Description
Buddy the Dog 	Serve – with a kind a heart 	Buddy makes good choices.
Leo the Lion 	Hope – with open eyes 	Leo likes to have a go and does not give up!
Meta the Bunny 	Imagine – with a curious mind 	Meta likes to think and ask questions.
Cuddles the Cat 	Nurture – with a helping hands 	Cuddles is kind and caring.

<p>Mo the Monkey</p> 	<p>Enjoy – with happy feet</p> 	<p>Mo loves coming to school and having fun.</p>
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We place priority on ensuring children’s physical and mental well-being are met. We understand that children will not be successful learners unless they are emotionally secure; therefore, we created the capacity within our curriculum to be flexible and respond to emerging issues. We continually use our SHINE characters to reinforce our school values and provide discussion opportunities as the need arises. We want children to understand that support for themselves and for each other are the key to success; that we are a team and therefore look after each other – whether that be within our class, school community or in a wider context. We want children to develop respect for each other and through our restorative culture, we support children to begin to take responsibility for their actions and understand that actions have consequences.

Implementation

Early Years Foundation Stage Curriculum

We plan an exciting and challenging curriculum based on our observation of children’s needs, interests, and stages of development across the seven areas of learning to enable the children to achieve the Early Learning Goals.

Our Curriculum is drawn from:

- The ‘Statutory Framework for the Early Years Foundation Stage’ published by the Department for Education, which we use as a starting point,
- The non-statutory ‘Development Matters’ published by the British Association for Early Education, which we use to support assessment, tracking and planning for children’s next steps.

All seven areas of learning and development are important and interconnected.

Prime areas of learning:

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

These prime areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive, both in the EYFS and into Key Stage 1.

Children are also supported through the four specific areas, through which the three prime areas are strengthened and applied:

- Literacy where there is a strong promotion of language
- Mathematics
- Understanding the World
- Expressive Arts and Design

In planning and guiding children's activities, practitioners must reflect on the different ways that children learn and reflect these in their practice.

Three characteristics of **effective teaching and learning** are taught through our SHINE school values:

1. **Playing and exploring** - children investigate and experience things, and 'have a go'.
2. **Active learning** - children concentrate and keep on trying if they encounter difficulties,
3. **Creating and thinking critically** - children have and develop their own ideas, make links between ideas and develop strategies for doing things.

Children are exposed to high quality experiences, through a mix of adult focused and child-initiated activities in which they can explore, think creatively and be active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

Children will engage in whole group and small group activities alongside their independent learning. From Autumn term 2, early listening skills and maths is taught in two groups in order to provide bespoke learning activities related to the children's age and development. Adult directed learning for reading and writing takes place in a small group activity. There are also allocated times for whole class daily 'carpet learning sessions' to learn new skills in communication and language, personal, social and emotional development, understanding of the world and expressive arts and design. When appropriate quality schemes and resources are purchased to support the delivery of high-quality lessons. These include Read Write Inc for Phonics, Master the Curriculum for Maths, Jigsaw for PSHE, Get Set 4 Music for Music and Get Set 4 PE for PE.

We always remain flexible to allow for unplanned circumstances and children's responses. Our planning is continually evaluated by all practitioners to ensure that children's individual 'Next Steps in Learning' and personalised learning needs are met. Nursery practitioners meet regularly to share and evaluate observations of individual children and then incorporate this into our weekly planning, highlighting concerns in relation to a special educational need, needs extra help or intervention to reach their potential. We also implement

interventions programmes where necessary for children who we feel are not meeting the expected Nursery checkpoints.

We plan a balance between children having time and space to engage in their own child-initiated activities and those which are planned by adults. During children's play, the adults in class interact when appropriate to challenge them further through high quality questioning, interaction and modelling of new vocabulary. There are times when adults will observe the interaction with children to gain a deeper understanding of their learning through play. In planning and guiding children's activities, we reflect as practitioners on the different ways that children learn and build these into our practice.

Our **curriculum** has been carefully designed, planned and organised to ensure breadth, balance and depth for each child in Nursery. We recognise our children's backgrounds, life and cultural experiences and have used this information to help us to design a curriculum that meets their needs and prepares them effectively for the next stage in their education.

Practitioners are committed to developing the children's understanding of 'Cultural Capital' in line with our school vision statement. Children are taught to understand and believe in British values, that everyone is unique in their own way, and their life experiences will all be different.

Acknowledging the context of the school, we recognise the importance of providing opportunities for our children to experience the benefits of a multicultural society, tolerance and understanding (multi-cultural images and focus on community events such as Chinese New Year, Diwali).

We want to be able to respond to national and world events, enabling the children to see different perspectives and develop their own opinions within an ever-changing world (TSP Celebration of Kindness Week, World Food Day, Black History Month).

Predictable interests and topics relating to Understanding the World and Expressive Art and Design are planned over a two-year cycle to avoid duplication or repetition. Continuous provision is planned to compliment the planning cycle whilst providing opportunities for further enquiry and learning and consolidation and recall of skills, knowledge and attitudes to learning.

At Trinity St Peter's the term Continuous Provision describes all the areas of provision provided to promote intrigue, curiosity, learning and development inside and outside the classroom on a daily basis. Within each of these areas of provision there are a core range of resources carefully organised for the children to access independently, use all of the time, throughout the whole year. This provides a familiar environment to develop sustained play and thinking, opportunity to practise new skills and extend their ideas over time.

At Trinity St Peter's Enhancements and Provocations add to and enriches play. These enhancements are most effective when they are taken from observation

of the child, predictable interests, events, themes, local events, news, story ideas. They offer an opportunity for the children to further develop their ideas and interests or provide a starting point for new learning, allowing opportunities developing thinking skills, provide challenge, develop use of language and enable transference of knowledge. These resources will be changed when it is felt there has been sufficient time to introduce the ideas, resources, experiences, facilitate group discussion, further explore and deepen learning.

We also supplement the curriculum with visitors and experiences such as virtual workshops specifically for Early Years children.

Role of the Adults

There should be a balance of child-initiated play and adult led activities. Adults should be actively involved with children in their play and activities where appropriate.

Adults should be –

- talking with children in a variety of ways (conversing, discussing, high quality questioning, modelling and commentating)
- helping children to find solutions to problems
- supporting, encouraging, extending their activities by making extra resources available and providing new ideas
- initiating games and activities
- joining in games and activities when invited by children
- observing
- being aware of safety issues
- being aware of every child's equal right of access to a full curriculum which is broad, balanced, relevant and differentiated regardless of race, culture, religion, gender or disability
- evaluating observations in order to plan appropriate resources and experiences

In these ways adults are making positive contributions to the children's play and setting up challenging situations for children to experience.

Home School Links

We recognise the central importance of parents/carers as children's first educators. We believe they have a significant role to play in the lifelong education of their child. We strive to create and maintain strong and respectful partnerships with parents/carers as we recognise that together, we can have a significant impact on a child's learning. We welcome and actively encourage parents to participate confidently in their child's education and care in numerous ways. For example:

- Two Nursery setting visits before the child starts where children are able to explore the class environment and resources with their parents/carers and independently;
- Nursery teacher finds out about their child's interests and needs during Nursery visits and during home visits from class teachers if requested;
- Parents complete the 'All About Me' page on their Tapestry learning journal and update it termly with their child's interests and development;
- Staff are welcoming and approachable and having an open-door approach for parents to voice concerns/ask questions by using our class email account;
- Parents are invited to attend parent teacher meetings throughout the year to discuss how their child has settled, share progress and next steps for learning;
- Staff value parents' contributions to learning journeys;
- Staff share learning and experiences in Nursery via Twitter and our weekly class blog;
- Parents are invited into Nursery for our 'Stay and Play sessions' and Christmas sing along;
- Parents are encouraged to read with their child at home both either using the book chosen from the lending library, a book from home or a book from the recommended list for Nursery children and from the Summer term the pre-reading discussion books. Parents are asked to make comment in their child's reading journal book when they have read the pre-reading discussion books or Read Write Inc blending books;
- Providing curriculum planning overview, parent information about EYFS 'talking homework' on our class blog which highlights how they can support their child's learning at home;
- Parents are invited into Nursery for 'Information meeting' prior to their child starting to inform them of the expectations of Nursery, structure of the day, how we teach phonics and maths and how to help them support their child;
- Parents are welcomed as volunteers into our school for trips or class speakers;
- Parents are provided with an annual report detailing achievements and their child's Nursery data;
- Staff also draw on our links with the community to enrich children's experiences by taking them on outings and inviting members of the community into our setting to talk about their lives, work and experiences.

Professional Development of Staff

Practitioners will attend appropriate courses/information evenings to extend knowledge, skills and expertise and in order to keep up to date and abreast of educational developments. Nursery meetings will take place weekly after school to plan, share information and provide opportunities for staff's ongoing Professional Development.

Impact

We designed, organised and planned our curriculum to ensure that children are not merely covering content but achieving a depth to their learning which enables them to use their skills and understanding in all areas of the curriculum. Our careful curriculum design and planning, means that we build in many opportunities for repetition and practice of; essential skills, knowledge and understanding in every subject. Our definition of progress is: the widening and deepening of essential knowledge, skills, understanding and learning behaviours. This ensures that children can revisit previous learning, which allows them to gradually develop a deeper understanding of the skills and processes within subjects, at their own pace and in the best possible way for each individual child.

As part of our daily practice we observe and assess children's development – what they can do, what they know, and how we can extend their learning, which informs our future planning. We record our observations of children's achievements in their own personal, online 'Tapestry' Learning Journal. Parents/carers receive a notification when an observation has been added to their child's Learning Journal and they can then view this observation as well as any related photographs or videos and the area it links to in the Development Matters document. Parents/carers are encouraged to add their own comments and to upload their own observations to show us what their children are able to do at home. The communication between staff and parents on Tapestry helps to build a shared understanding of how children can reach their full potential. They will also have a writing book that consists of mark making and writing. These will be completed either independently or during an adult directed activity.

The children's progress is reviewed continually throughout their time in Nursery, parents/carers are welcomed in to share their children's learning; both informally through our 'open door' policy and more formally during parent teacher consultations. The aim is to build a unique picture of what each child knows, feels and can do as well as her particular interests and learning style.

Children's attainment on-entry is assessed over the first three to four weeks during the Autumn term against the Nursery checkpoints. This is reviewed throughout the year, with pupil progress meetings taking place in December, March and June to inform planning and interventions which the cohort, small groups and individuals may need to meet expectations. These are shared with Early Years Leaders, Senior Leadership team and governors.

Talking homework provide parents with information about how to support their children's learning. Experiences, including educational visits/visitors are planned in order to inspire and motivate children in their learning. We continuously monitor and evaluate the impact that our curriculum is having on learning through regular moderation across the school with both Senior Leaders and Subject Leaders.

Outcomes for children evidence that the very large majority of children that have attended our Nursery move up to Reception or leave with development at least in line with age-related expectations. The very large majority are therefore on track to achieve a good level of development at the end of the Foundation Stage. As a result, we have high expectations that children that who have attended our Nursery will go on to achieve well at the end of each subsequent key stage.

Reception

Intent

Our **school vision** statement sets out clearly how we will achieve our vision:

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- Each child develops confidence and resilience in their Learning Journey supporting them to become successful lifelong learners.
- To work in partnership with parents, Holy Trinity Church and St. Peter's Church, and the local and wider community in order to maximise every child's contribution to, and their opportunities to learn from, their local and worldwide communities.
- To be an inclusive school that ensures that all pupils are given equality of opportunity regardless of gender, special needs, disability or race.

Trinity St Peter's Reception class aims to provide a safe and caring environment for children, where children know they are valued and can reach their full potential with our support and encouragement.







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We want to enrich their early years development with all the wonderful things that childhood brings - laughter, learning and making friends.

School values

Our school values that are embedded into all aspects of school life. The values taught in Reception are linked to characters and visual icons that help children to articulate and reinforce these.

Character	Value	Child's Description
Buddy the Dog 	Serve – with a kind a heart 	Buddy makes good choices.
Leo the Lion 	Hope – with open eyes 	Leo likes to have a go and does not give up!
Meta the Bunny 	Imagine – with a curious mind 	Meta likes to think and ask questions.

<p>Cuddles the Cat</p> 	<p>Nurture – with a helping hands</p> 	<p>Cuddles is kind and caring.</p>
<p>Mo the Monkey</p> 	<p>Enjoy – with happy feet</p> 	<p>Mo loves coming to school and having fun.</p>

We place priority on ensuring children’s physical and mental well-being are met. We understand that children will not be successful learners unless they are emotionally secure; therefore, we created the capacity within our curriculum to be flexible and respond to emerging issues. We continually use our SHINE characters to reinforce our school values and provide discussion opportunities as the need arises. We want children to understand that support for themselves and for each other are the key to success; that we are a team and therefore look after each other – whether that be within our class, school community or in a wider context. We want children to develop respect for each other and through our restorative culture, we support children to begin to take responsibility for their actions and understand that actions have consequences.

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All seven areas of learning and development are important and interconnected.

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Children are also supported through the four specific areas, through which the three prime areas are strengthened and applied:

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In planning and guiding children's activities, practitioners must reflect on the different ways that children learn and reflect these in their practice.

Three characteristics of **effective teaching and learning** are taught through our SHINE school values:

4. **Playing and exploring** - children investigate and experience things, and 'have a go'.
5. **Active learning** - children concentrate and keep on trying if they encounter difficulties,
6. **Creating and thinking critically** - children have and develop their own ideas, make links between ideas and develop strategies for doing things.

Children are exposed to high quality experiences, through a mix of adult focused and child-initiated activities in which they can explore, think creatively and be active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

Children will engage in whole group and small group activities alongside their independent learning. From the Autumn term, Maths is taught initially as a whole class and then into small groups in order to provide bespoke learning activities related to the children's development. Phonics is taught as small groups relating to the children's individual phonic knowledge, this is based on regular phonics assessments. Adult directed learning for reading and writing takes place in a small group activity. There are also allocated times for whole

class daily 'carpet learning sessions' to learn new skills in communication and language, personal, social and emotional development, understanding of the world and expressive arts and design. When appropriate quality schemes and resources are purchased to support the delivery of high-quality lessons. These include Read Write Inc for Phonics, NCETM, Master the Curriculum, White Rose Maths, Jigsaw for PSHE, Get Set 4 Music for Music, Kapow for Art & DT and Get Set 4 PE for PE.

We always remain flexible to allow for unplanned circumstances and children's responses. Reception practitioners meet regularly to share and evaluate observations of individual children and then incorporate this into their weekly planning. Their planning is continually evaluated so that children's individual 'Next Steps in Learning' and personalised learning needs are met. Where necessary, interventions programmes may be put into place.

We plan a balance between children having time and space to engage in their own child-initiated activities and those which are planned by adults. During children's play, the adults in class interact when appropriate to challenge them further through high quality questioning, interaction and modelling of new vocabulary. There are times when adults will observe the interaction with children to gain a deeper understanding of their learning through play. In planning and guiding children's activities, we reflect as practitioners on the different ways that children learn and build these into our practice.

Our **curriculum** has been carefully designed, planned and organised to ensure breadth, balance and depth for each child in Reception We recognise our children's backgrounds, life and cultural experiences and have used this information to help us to design a curriculum that meets their needs and prepares them effectively for the next stage in their education.

Practitioners are committed to developing the children's understanding of 'Cultural Capital' in line with our school vision statement. Children are taught to understand and believe in British values, that everyone is unique in their own way, and their life experiences will all be different.

Acknowledging the context of the school, we recognise the importance of providing opportunities for our children to experience the benefits of a multicultural society, tolerance and understanding (multi-cultural images and focus on community events such as Chinese New Year, Eid, Ramadan).

We want to be able to respond to national and world events, enabling the children to see different perspectives and develop their own opinions within an ever changing world (TSP Celebration of Kindness Week, World Food Day, Black History Month).

Predictable interests and topics relating to Understanding the World and Expressive Art and Design are planned on a yearly cycle which is reviewed each year. Continuous provision is planned to compliment the planning cycle

whilst providing opportunities for further enquiry and learning and consolidation and recall of skills, knowledge and attitudes to learning.

At Trinity St Peter's the term Continuous Provision describes all the areas of provision provided to promote intrigue, curiosity, learning and development inside and outside the classroom on a daily basis. Within each of these areas of provision there are a core range of resources carefully organised for the children to access independently, use all of the time, throughout the whole year. This provides a familiar environment to develop sustained play and thinking, opportunity to practise new skills and extend their ideas over time.

At Trinity St Peter's Enhancements and Provocations add to and enriches play. These enhancements are most effective when they are taken from observation of the child, predictable interests, events, themes, local events, news, story ideas. They offer an opportunity for the children to further develop their ideas and interests or provide a starting point for new learning, allowing opportunities developing thinking skills, provide challenge, develop use of language and enable transference of knowledge. These resources will be changed when it is felt there has been sufficient time to introduce the ideas, resources, experiences, facilitate group discussion, further explore and deepen learning.

We supplement the curriculum with visitors and experiences such as virtual workshops specifically for Early Years.

Role of the Adults

There should be a balance of child-initiated play and adult led activities. Adults should be actively involved with children in their play and activities where appropriate.

Adults should be –

- talking with children in a variety of ways (conversing, discussing, high quality questioning, modelling and commentating)
- helping children to find solutions to problems
- supporting, encouraging, extending their activities by making extra resources available and providing new ideas
- initiating games and activities
- joining in games and activities when invited by children
- observing
- being aware of safety issues
- being aware of every child's equal right of access to a full curriculum which is broad, balanced, relevant and differentiated regardless of race, culture, religion, gender or disability
- evaluating observations in order to plan appropriate resources and experiences

In these ways adults are making positive contributions to the children's play and setting up challenging situations for children to experience.

Home School Links

We recognise the central importance of parents/carers as children's first educators. We believe they have a significant role to play in the lifelong education of their child. We strive to create and maintain strong and respectful partnerships with parents/carers as we recognise that together, we can have a significant impact on a child's learning. We welcome and actively encourage parents to participate confidently in their child's education and care in numerous ways. For example:

- Two Reception setting visits before the child starts where children are able to explore the class environment either with their parents/carers or independently. For those children already in our school Nursery these are arranged as part of their Nursery provision;
- Parents are invited into school for a 'Reception New Parents meeting' prior to their child starting to inform them of the expectations of Reception, structure of the day, how we teach phonics and maths and how to help them support their child;
- Reception teacher finds out about their child's interests and needs during Reception visits and during home visits from class teachers if requested;
- Parents complete the 'All About Me' page on their Tapestry learning journal and update it termly with their child's interests and development;
- Staff are welcoming and approachable and having an open-door approach for parents to voice concerns/ask questions by using our class email account;
- Parents are invited to attend parent teacher meetings throughout the year to discuss how their child has settled, share progress and next steps for learning;
- Staff value parents' contributions to learning journeys;
- Staff share learning and experiences in Reception via Twitter and our weekly class blog;
- Parents are invited into Reception for Buddy Afternoon and Christmas Nativity performance;
- Parents are encouraged to read with their child at home using a Read Write Inc books as well as a book from home or a book from the recommended list for Reception children. Parents are asked to make a comment in their child's reading journal when their child has read their Read Write Inc ditties or books. The yellow reading journal is for parents only to make comments regarding reading;
- Providing curriculum planning overview, parent information about EYFS and ways parents can support their child's learning at home when necessary, this is posted on the class blog or Tapestry (Talking Homework);

- Parents are invited at different times throughout the year to specific information meetings such as Phonics;
- Parents are invited into school for a 'Reception Early Years profile meeting' during the Spring term, this is to outline how their child will be assessed using the Foundation Stage profile and Early Learning Goals;
- Parents are welcomed as volunteers into our school for trips or class speakers;
- Parents are provided with an annual report detailing achievements and their child's Reception data;
- Staff also draw on our links with the community to enrich children's experiences by taking them on outings and inviting members of the community into our setting to talk about their lives, work and experiences.

Professional Development of Staff

Practitioners will attend appropriate courses/information evenings to extend knowledge, skills and expertise and in order to keep up to date and abreast of educational developments. Reception meetings take place weekly to plan, share information and provide opportunities for staff's ongoing Professional Development.

Impact

We designed, organised and planned our curriculum to ensure that children are not merely covering content but achieving a depth to their learning which enables them to use their skills and understanding in all areas of the curriculum. Our careful curriculum design and planning, means that we build in many opportunities for repetition and practice of; essential skills, knowledge and understanding in every subject. Our definition of progress is: the widening and deepening of essential knowledge, skills, understanding and learning behaviours. This ensures that children can revisit previous learning, which allows them to gradually develop a deeper understanding of the skills and processes within subjects, at their own pace and in the best possible way for each individual child.

As part of Foundation Stage daily practice, the team observe and assess children's development – what they can do, what they know, and how practitioners can extend their learning, which informs future planning. Observations of children's achievements are recorded in their own personal, online 'Tapestry' Learning Journal. Parents/carers receive a notification when an observation has been added to their child's Learning Journal and they can then view this observation as well as any related photographs or videos and the area it links to in the Development Matters document. Parents/carers are encouraged to add their own comments and to upload their own observations to show the team what their children are able to do at home. The communication between staff and parents on Tapestry helps to build a shared

understanding of how children can reach Foundation Stage milestones. Children also have a writing book, a phonics book and a Maths book. These are completed either independently or during an adult directed activity.

The children's progress is reviewed continually throughout their time in Reception, parents/carers are welcomed in to share their children's learning; both informally through the school's 'open door' policy and more formally during parent teacher consultations. The aim is to build a unique picture of what each child knows, feels and can do as well as her particular interests and learning style.

Children's attainment on-entry is assessed over the first three to four weeks during the Autumn term against the Reception Baseline and then each term using the Reception checkpoints. This is reviewed throughout the year, with pupil progress meetings taking place in December, March and June to inform planning and interventions which the cohort, small groups and individuals may need to meet expectations. These are shared with Early Years Leaders, Senior Leadership team and governors.

Talking homework provide parents with information about how to support their children's learning when necessary. Experiences, including educational visits/visitors are planned in order to inspire and motivate children in their learning. Early Years Leaders continuously monitor and evaluate the impact of provision through regular moderation across the school with both Senior Leaders and Subject Leaders and from school to school.

The majority of Reception pupils leave the Foundation Stage with a good level of development. As a result, pupils in our Reception class achieve well at the end of each subsequent key stage.

Monitoring and Review

The coordination and planning of the Early Years are the responsibility of the Early Year leaders, who also:

- supports colleagues in their teaching, by keeping informed about current developments in Early Years and by providing a strategic lead and direction for this subject;
- evaluates the strengths and weaknesses in Early Years and indicates areas for further improvement and;
- reviews the policy every 2 years to ensure that it complies with the latest legislation, guidance and best practice.

Revised and adopted by Governing Body – Summer 2022