

St Joseph's Institution International School

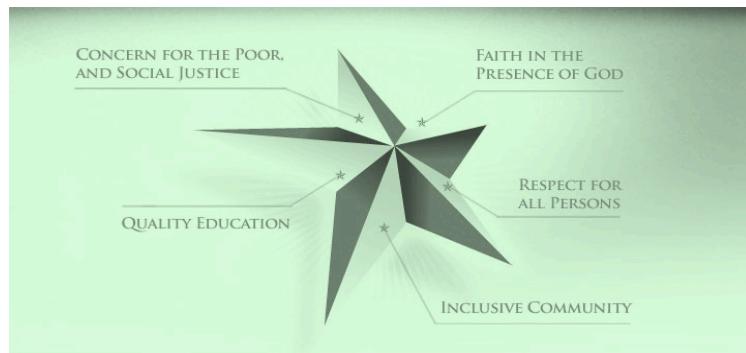
Enabling youth to learn and to learn how to live, empowering them to become people of integrity and people for others.



Teaching and Learning Policy

Policy Written:	August 2022
Policy Reviewed:	June 2025
Date of Next Review:	June, 2027
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Signed By:	 Gary Cairns, Head of School

This policy is written in the spirit of putting into practice our Lasallian core values.



Rationale:

At SJIIS, we believe that teaching and learning are intrinsically interconnected. This policy seeks to link a whole-school approach to teaching and learning, incorporating our learning principles, pedagogical principles (differentiated for Elementary and High School), assessment practices, home learning expectations, and differentiation strategies. This policy integrates previously established policies for Assessment, Home Learning, Feedback & Marking (ES & HS), and the ES Learning Environment.

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1. Learning Principles at SJIIS

The following Learning Principles were agreed through the work of the Curriculum of the Future Committee in the High School, discussions in departments and in CPD sessions across all High School teachers, and through liaison with the Elementary School. These reflect the principles that we believe to be important for learning at SJIIS.

- Our school places virtue-based character development at the centre of learning to empower students to have a positive impact on the world through service.
- We embed international mindedness, empathetic understanding, and cultural diversity across the learning process.

- We believe that all students are unique, and therefore learning should be tailored to their individual needs within a safe and respectful environment.
- We provide a challenging balance of inquiry and knowledge-rich learning to create a culture where students think deeply, critically and reflectively.
- We equip students with transferable skills, to enable them to be curious lifelong learners and active contributors to the evolving world around them.
- All members of our community contribute to building positive relationships as a key part of the learning process.

3. Pedagogical Approaches

Building upon the Learning Principles, the Pedagogical Approaches are an agreed foundation for approaching teaching and learning in the SJIIS, that is common across the school.

Research Based

Grounded in educational research and further supported by evidence of their positive impact, our pedagogical approaches guide teaching and learning. We plan for and facilitate opportunities for our students to develop research skills through carrying out learning activities that require research, in order to achieve the learning goals. We provide input and guidance to support students in developing their skills in finding, evaluating and making best use of research sources.

Student-centred

We use student-centred teaching approaches, through which students are enabled to lead their own learning, with the teacher acting as a facilitator and guide. These student-centred approaches complement our teachers' delivery of knowledge-rich content, from which students are able to explore opportunities to take responsibility for their own learning. We provide students with choices in their learning, which allows them to feel empowered and curious about what they are learning.

Concept Based

We use concept-based approaches to frame the curriculum, so that student learning is driven by 'big ideas' rather than 'subject specific-content'. Doing this enables students to develop an overarching understanding of what they are learning, and to transfer this understanding to other contexts and subjects. It enables teachers and students to create interdisciplinary links to other curriculum areas.

Inquiry Based

We use a range of approaches to inquiry (mainly guided and structured inquiries), depending on the learning goal and the nature of the class and subject. This enables us to develop students' natural curiosity and for them to reach personalised learning goals. We use teacher led input in order to create knowledge rich foundations from which students can explore more personalised areas of interest and inquiry based activities.

Use of Questioning

We use different types of questioning strategies in our teaching as a constructivist tool to guide and engage students to think deeply and critically, as well as to assess student learning. We differentiate and scaffold our questions according to student ability. We create supportive environments in which students feel encouraged and comfortable to take risks with their ideas in response to questions, and in which they can all feel successful in giving answers.

Collaboration

We plan for and facilitate collaborative approaches to learning for our students, which enable them to co-construct and develop their understanding and knowledge based on social interactions and the sharing of ideas and perspectives. We enable students to work together for common learning goals, so that all members are active participants. We purposefully create learning opportunities to develop the social skills that enable effective collaboration. We aim to provide cross-curricular opportunities for students and teachers to collaborate. As teachers, we use collaborative approaches in our planning, so that students benefit from the collective strengths of the teachers of any subject/year.

Modelling

We use modelling to demonstrate skills to students and to show them "what a good one would look like" (WAGOLL). We use exemplary materials, including students' work, teacher-created examples and those provided by examination boards, giving students a clear model of how to be successful and to reach a high level of skill. We use modelling in ways that are based on interaction, with students being encouraged to use this as a jumping off point to their own learning, rather than simply rote copying approaches. We aim to facilitate opportunities to collaboratively deconstruct models as a metacognitive tool.

Reflection

We use reflection as a metacognitive tool to help students to consolidate their learning and "know what they know," as well as to recognise areas for development in their learning. This enables students to conduct self-evaluation and to feel engaged and proactive about their learning process. We use a variety of reflection tools, including but not limited to checklists, written and verbal responses to questioning, plenary activities and discussions, peer and self-assessment, keeping a reflection journal, and student-led conferences.

5. Assessment and Feedback

Elementary School

Feedback is provided to students in a timely, specific, and actionable manner. Teachers focus on providing feedback that helps students understand their strengths and areas for growth and provides them with concrete steps they can take to improve. Feedback is provided both orally and in writing and is tailored to the individual needs of the student. Teachers provide specific time in lessons for students to engage with and respond to their feedback, ensuring that this time is purposeful and directly linked to what the students have produced in the lesson.

High School

SJIIS utilises a balanced approach to assessment, incorporating formative, summative, and diagnostic assessments to monitor student progress and inform instruction. Formative assessments, such as exit tickets and quick checks, are used regularly to provide teachers with real-time information about student understanding. Summative assessments, such as tests and projects, are used to evaluate student learning at the end of a unit, at least twice a term (some subjects with fewer lessons are only once per term). These assessments are used to identify student strengths and weaknesses and guide individualised instruction and interventions.

6. Home Learning

- Homework reinforces classroom learning by allowing students to practise and apply their skills.
- Assignments are meaningful, engaging, and aligned with the curriculum to support student growth.
- Teachers clearly communicate home learning expectations to students and parents via Google Classroom (HS) and Seesaw (ES).
- The amount of home learning is developmentally appropriate for each grade level, ensuring a balanced workload.
- Teachers provide constructive feedback to help students improve and develop their skills.
- Students are encouraged to reflect on their work, track their progress, and build confidence in their learning.

Please refer to the Home Learning Policy for further details.

7. Adaptive Teaching

At SJIIS, we recognise that all students bring unique strengths, needs, and experiences to their learning. Adaptive Teaching is our approach to meeting this diversity in a way that is both inclusive and sustainable, ensuring that every learner can access and master essential knowledge and skills. It reflects our Lasallian commitment to “meeting learners where they are,” valuing the dignity of each child, and empowering all to thrive academically and personally.

Adaptive Teaching achieves the aims of differentiation through responsive adjustments, evidence-informed practice, rather than pre-planned individualisation (though teachers may wish to plan and practise adaptations more consciously). It ensures that teachers maintain high expectations for all students, while flexibly adjusting their teaching based on ongoing assessment, feedback, and professional judgment.

Core Principles

- **Responsiveness:** Teachers continuously check for understanding and adapt their teaching in real time to ensure that all students make progress.
- **High Expectations for All:** Lessons are ambitious and challenging for every learner, with scaffolds to enable access and extension through depth and complexity.
- **Clarity of Learning:** Students know *what* they are learning, *why* it matters, and *what success looks like*.
- **Efficiency and Sustainability:** Adaptive teaching prioritises high-impact strategies that make best use of teachers' time and expertise.
- **Student Agency:** Students are active participants in the learning process, taking responsibility for self-assessment, reflection, and improvement.

In the Classroom

Planning:

Teachers will:

- Design lessons and units with clear, purposeful Learning Objectives that describe the intended learning rather than the task.
- Identify anticipated misconceptions and plan scaffolds, visuals, and questioning sequences to address them.
- Plan accessible entry points and multiple modes of engagement.
- Provide shared, challenging tasks for all, extending through increased cognitive demand rather than separate or simplified activities.
- Collaboratively plan within departments to ensure consistency and workload balance.

Teaching:

Teachers will employ a range of **adaptive strategies**, including, but not limited to:

- **Content adaptation:** Varying the level of complexity or resource used, and, where appropriate, offering limited choice of topic or text to increase engagement.
- **Process adaptation:** Varying the way students access or engage with learning (e.g., structured discussions, visual organisers, practical demonstrations, guided practice).
- **Product adaptation:** Allowing multiple ways to demonstrate understanding — such as essays, oral presentations, digital media, or creative responses — where these align with the learning objective.
- **Learning environment flexibility:** Creating inclusive and purposeful spaces, with access to assistive technology, quiet zones, or opportunities for peer collaboration.
- **Pacing:** Adjusting the pace of learning when necessary, providing targeted support for consolidation or depth tasks for further challenge.
- **Grouping:** Using flexible and purposeful grouping — mixed-ability, targeted, or interest-based — to support collaboration and peer learning.
- **Language support:** Following Language Use Guidelines to ensure English immersion, with targeted EAL coaching or scaffolded vocabulary instruction as needed.
- **Scaffolding:** Maintaining high expectations while providing step-by-step supports such as models, sentence stems, or guided frameworks that are gradually removed as independence grows.

During teaching, teachers will also:

- Use questioning, mini-whiteboards, hinge questions, and exit tickets to assess understanding.
- Make timely adjustments to pace, explanation, or grouping when evidence shows a

need.

- Model high-quality responses, then gradually release responsibility to students (“I do – we do – you do”).
- Promote collaborative learning that allows peer support and shared problem-solving.
- Provide immediate and actionable feedback to guide improvement.

Learning Environment:

- Learning objectives and tiered success criteria are visible and referenced throughout lessons.
- Classrooms are inclusive spaces that foster independence, resilience, and productive struggle.
- Visual prompts, exemplars (“What A Good One Looks Like”), and success criteria anchor student learning.
- Routines for reflection and self-assessment are embedded in daily practice.

Learning Objectives and Tiered Success Criteria:

Teachers will ensure that all learning objectives and success criteria are clear, progressive, and measurable:

- Learning Objective (LO) will be expressed as what students should *know, understand or be able to do* by the end of the lesson or sequence (e.g. *Analyse how Steinbeck presents loneliness through characterisation*).
- In HS, the Learning Objective should be shared as a question. By framing learning objectives as broad, inquiry-style questions invites *every student* into the same conceptual space, while naturally allowing differentiation through depth of response. Please see the guidance document: Reframing Learning Objectives as Questions.
- In Elementary School, we use broad learning objectives beginning with “*I can*” to ensure that all children are able to access and achieve them. Success criteria are then shared with pupils using clear, child-friendly language such as “*I will know you have met this learning objective because you will be able to...*”.
- Where appropriate, one of the success criteria may include a challenge statement to extend and stretch higher-attaining pupils. Lesson activities should be designed to provide opportunities for all learners to meet the learning objective and, where possible, to engage with the challenge element.

Tiered Success Criteria:

- *Meeting expectations* – Demonstrates secure understanding of core content or skill.
- *Exceeding expectations* – Applies learning in a new or deeper context, showing analysis or synthesis.
- *Mastering expectations* – Demonstrates independence, originality, or evaluative thinking beyond the expected level.

Students will use these criteria to self- and peer-assess, while teachers will use them to provide targeted feedback and measure progress.

Tiered criteria will be incorporated into departmental planning documents and referred to in lessons to support clarity, challenge, and inclusivity.

Tiered success criteria should not be confused with tiered outcomes. All students work towards a **shared** learning outcome. Tiered success criteria clarify the increasing depth and sophistication of learning within that outcome, rather than defining separate targets for different groups of students.

Quality Assurance and Evidence of Practice:

Adaptive teaching will be evident through:

- Learning Walks and Trust-Based Observations that capture *responsiveness in action*.
- Students articulating their learning goals and next steps with confidence.
- Work scrutiny showing progression over time, high expectations, and effective feedback loops.
- Departmental schemes of work that include tiered success criteria and planned formative checkpoints.
- Professional Learning Communities (PLCs) and coaching conversations referencing evidence of adaptive strategies (e.g. data-driven regrouping, responsive reteaching).

Research and Evidence Base:

Adaptive Teaching at SJIIS draws on research and professional evidence including:

- Hattie (2008) – *Visible Learning: A synthesis of over 800 meta-analyses relating to achievement*
- Wiliam (2011) – *Embedded Formative Assessment*
- Marshall (2016) – *Rethinking Differentiation: Using Teachers' Time Most Effectively*
- Tomlinson & Sousa (2010) – *Differentiation and High Expectations*
- Sherrington & Caviglioli (2020) – *WalkThrus: The ADAPT Framework*

8. Use of Technology

SJIIS is committed to the effective and purposeful integration of technology to enhance teaching and learning experiences for all students. We believe that technology, when used strategically, can empower students, enrich the curriculum, and prepare them for success in the digital age.

Core Principles:

- **Enhancing Learning:** Technology integration should primarily focus on enhancing teaching and learning, supporting pedagogical goals, and deepening student understanding. It is not about using technology for the sake of it, but rather about leveraging its potential to improve outcomes.
- **Digital Literacy:** We aim to develop students' digital literacy skills, equipping them with the knowledge, skills, and understanding to use technology effectively, responsibly, and ethically. This includes critical evaluation of online information, digital citizenship, and online safety.
- **Professional Development:** The school is committed to providing ongoing professional development for teachers on the effective use of technology in education. This includes training on using various software and hardware, integrating technology into lesson planning, and exploring innovative pedagogical approaches.

For further details, please refer to our HS Bring Your Own Device Policy and Acceptable Usage Policy (Students).

9. Professional Development

The school is committed to providing high-quality professional development (PD) for all staff, focused on enhancing teaching practices, improving student outcomes, and fostering a culture of continuous learning. We believe that investing in our staff is essential to providing the best possible education for our students.

Core Principles:

- **Continuous Improvement:** We are committed to fostering a culture of continuous improvement, where all staff are encouraged to engage in ongoing professional development to enhance their skills and knowledge.
- **Evidence-Based Practice:** PD opportunities will be aligned with current educational research, best practices, and the school's strategic priorities. We will prioritise PD that has a demonstrable impact on teaching and learning.
- **Collaborative Learning:** We encourage collaborative learning among staff, providing opportunities for peer observation, mentoring, TeachMeets and shared professional development experiences within departments.
- **Personalised PD:** We recognise that staff have different needs and interests, and we strive to provide a range of PD opportunities to cater to these individual needs through our CPD menu.

The school will provide a variety of professional development opportunities, including, but not limited to:

- **Internal Training:** Workshops, seminars, and training sessions delivered by internal experts and experienced staff members.
- **External Training:** Attendance at conferences, workshops, and courses offered by external providers through FOBISIA, AIMS, PeerSphere, CIE, AQA and other organisations.
- **Mentoring and Coaching:** Opportunities for staff to work with experienced mentors and coaches within the school to develop their skills.
- **Peer Observation:** Structured opportunities for staff to observe each other's teaching and provide constructive feedback.
- **Online Learning:** Access to online courses and resources through TES Develop and Teacher Toolkit to support self-directed professional learning.
- **Action Research:** Encouraging staff to engage in action research projects to investigate and improve their own practice through CPD portfolios and TeachMeets.

Please see Appendix 3 for details of the focus areas for development this academic year, as well as the CPD policy for further information.

10. SJIS lesson expectations and documentation

There is an expectation that all lessons meet a criteria of high quality planning, resourcing and content that enhance students' experiences in the classroom, as well as their learning and progress. Although there is not an expectation that every lesson has a documented lesson plan, staff are encouraged to use the school proformas to plan lessons when necessary. All departments should complete an annual curriculum map, long term and medium term unit plans (schemes of work).

There are clear expectations not only of lesson content and structure, but also classroom routines in both ES and HS. It is the responsibility of teachers to build this into their classroom practice, and the responsibility of Heads of Year/Department to quality assure this process.

We also focus attention on the importance of alignment and student routines to ensure that cognitive load is not too high for students, and they are able to access learning in a consistent way when entering any learning environment.

Elementary School Expectations:



THE ES SJIIS LESSON: DESIGNED FOR SUCCESS

SJIIS seeks to ignite a passion for learning by nurturing virtuous character, global citizenship and individual potential. Through curiosity, exploration and a supportive community, students develop critical thinking, transferable skills and a lifelong love of learning, empowering them to shape a better world.

01. RELATIONSHIPS AND EXPECTATIONS Strong relationships help children feel safe, respected and ready to learn. Clear expectations and routines support behaviour, while positive connections encourage kindness, responsibility and a sense of belonging. Our relationships with our students is at the heart in all that we do.	02. THE LEARNING JOURNEY We explicitly refer to learning objectives in every lesson so students are clear on what they will be learning. Our students know what they need to do to get there. At the end of the lesson, students can check their own learning against the learning objective and success criteria.
03. FEEDBACK Students are provided with detailed and timely feedback within lessons to support their progress. This feedback may be given verbally through conferencing, or through one-to-one conversations with teachers, and also through peer interactions such as self-marking, carousel feedback, or structured peer assessment activities.	04. ASSESSMENT FOR LEARNING Assessment for learning is an integral part of every lesson and is used to actively check student understanding. Strategies such as effective questioning, clear signposting, and opportunities for self- and peer-assessment are regularly embedded. Visualisers are used to model thinking and make learning visible, supporting both students and teachers in understanding progress.
05. COOPERATIVE LEARNING Student engagement is actively encouraged throughout every lesson using a wide range of effective methods, such as the use of Kagan strategies to promote purposeful discussion and collaborative group-based tasks that support deeper learning.	06. DIFFERENTIATION We use a range of differentiation strategies, including targeted groups, scaffolded tasks, and extensions to meet the needs of all learners. Support is carefully matched to help every child access the learning and make progress from their starting point.
07. CHALLENGE AND QUESTIONING Questioning is consistently used throughout lessons to check understanding, encourage deeper thinking, and stretch students' ideas and learning. Teachers deliberately use a variety of questions that require students to create, analyse, evaluate, and justify their responses.	08. WORKING MEMORY We use short, focused activities to either consolidate prior learning or introduce new topics. These often include tasks such as whiteboard exercises or vocabulary-based activities. This approach helps students focus on the key task and reduces cognitive overload by breaking learning into manageable chunks.



ES CLASSROOM CULTURE



01. Warm up activity
Students are greeted when they first enter the classroom and will have a starter activity which could include consolidating previous learning or reading. The classroom is set up. Music may be playing.

02. Registers
To keep our students safe, the register is taken at 8:05am each morning. For KS1, the register is taken at 1:00pm and for KS2, this will happen at 1:30pm.

03. Morning Meetings
On days where the students do not begin with a specialist lesson, they start the day with a morning meeting. This time is to talk, connect and refer to our Virtues Program.

04. Presentation

Students receive daily feedback in line with our feedback policy. Written feedback from the teacher is provided in pink pen. There is clear evidence in books that teachers respond to each lesson.

05. Feedback

We expect the children to transition inside and outside the classroom quickly and calmly. We ask that they show orderliness. Children line up outside the classroom and are asked to enter by the teacher.

06. Transitions

Teachers emphasise the importance of learning time and maximise this. Teachers have high expectations and model these to the children. Students listen attentively and follow instructions the first time.

07. Learning Behaviours

Students are expected to use English within the classroom. English is the language that connects them. Kagan strategies are used to encourage children to talk in English with different partners.

08. Language

Teachers circulate the classroom during tasks, supporting students, checking understanding and live marking. Feedback is given instantly and teachers use a range of seating options to support all learners.

09. Support

Expectations are high at all times. We model good manners and kindness in our school. In our weekly assemblies, we celebrate those students who have shown the Virtues within that week. We join as a community in our school song.

10. Excellence


High School Expectations:



The SJIS Lesson: Designed for Success

1. Lesson Starter



As students enter the room, an engaging starter activity is on the board or desks. This may often be focused on recap or retrieval, but may be a way to introduce a new topic.

2. The BIG Picture



Lesson objectives and how this fits into the students' journey is shared at the start of the lesson and understanding is revisited through a plenary task.

3. AfL



There should be regular opportunities for assessment for learning, including directed and probing questioning. Hands up questioning should be used purposefully.

4. Understanding



There should be regular opportunities for students to put their learning into practice and demonstrate their understanding through an extended task and / or checked understanding activities.

5. Engagement



Student interaction and leadership is encouraged in the SJ classroom. All students should be actively involved in the lesson.

6. Differentiation



Activities including extension, challenge and scaffolded tasks should be used to support students (EAL, SEN and G&T). A growth mindset should be fostered through a purposeful choice of activities.

SJIS seeks to ignite a passion for learning by nurturing virtuous character, global citizenship and individual potential. Through curiosity, exploration and a supportive community, students develop critical thinking, transferable skills and a lifelong love of learning, empowering them to shape a better world.

11. Trust Based Observations / Learning Walks



10 CLASSROOM ROUTINES

01. Lesson Start



To keep our students safe, the register is taken within the first ten minutes of the lesson, every lesson. Any missing students are identified on the 'Important Information' board.

02. Registers



Students never open or switch on their devices unless asked to do so by the teacher. Classroom rules are in place to ensure attention is brought back to the teacher when required.

03. Devices



Time is taken to ensure that students take pride in the presentation of their work. Students write in pens, glue in will open worksheets, underline titles and dates.

04. Presentation



Opportunities for feedback are regular, meaningful and in line with the department's feedback marking policy. Opportunities for feedback are often in the form of verbal feedback. Teacher's written feedback is written in pink pen.

05. Feedback



To raise literacy standards, the SJIS marking codes are applied to any written piece of work that is teacher self or peer assessed. Vocabulary lists are also provided for EAL students where necessary.

06. Literacy



Opportunities are given after every common assessment or work sampling activity for students to self-reflect and identify gaps in their learning. Any self-reflection or self-assessment task is completed in green pen.

07. Reflection



Students are encouraged and supported in note taking routines within lessons to facilitate future revision. Self and peer assessment resources will always be made available on Google Classroom.

08. Resources



Teachers circulate the classroom during consolidation tasks, supporting students, monitoring demands and live marking when applicable. Classroom seating arrangements allow identified students to be supported more regularly.

09. Circulation



Expectations are high at all times regarding quality of work and behaviour of all students and participants. Students are expected to speak and write in English, unless in Mandarin. Students are expected to be on task and recognised for their efforts through SIAMs and consistently challenged if otherwise needed.

10. Expectations



Teachers circulate the classroom during consolidation tasks, supporting students, monitoring demands and live marking when applicable. Classroom seating arrangements allow identified students to be supported more regularly.

Stemming from the work conducted by Craig Randall and his book 'Trust Based Observations' and his consultation with SJIS, TBOs offer a non-judgmental approach to teacher development, built on frequent, brief classroom visits. These 20-minute, unscheduled drop-ins allow for authentic glimpses into classroom practice. While nine criteria provide a framework for observation, there's no expectation that all will be evident during each visit. A subsequent face-to-face discussion, framed by pre-set questions, focuses on reflection rather than feedback. The observer offers suggestions only if the teacher requests them, respecting their autonomy in the process. Relevant teacher toolkits are shared, with opportunities for further discussion. Finally, the observation form is finalised and shared with the teacher for their records and personal growth.

Every member of staff will receive three TBOs a year from a member of the SLT, as well as ongoing monitoring and support from their Head of Department (HS) / Head of Year (ES) throughout the academic year. These TBOs and the documentation that accompanies them will form part of every member of staff's CPD portfolio and discussions will help to shape their teaching and learning focus for their own professional development. If concerns are emerging from TBOs, the member of staff may be supported further with a bespoke Support Plan. This plan will be reviewed every half term to monitor progress.

Alongside these TBOs, there will also be weekly Learning Walks carried out by middle and senior leaders. The purpose of these may be to gather information on a consistent strand or

focus across a department / year group (e.g. lesson starters or environment) or may just be to gauge more frequent and informal feedback. This will be shared with HODs/HOYs via this form in HS and via discussion in ES. This will then be discussed and developed within teams.

12. Policy Review Process

The Teaching and Learning Policy will be formally reviewed annually by a designated team, including staff and stakeholder representatives. Data gathering (feedback, student data, research) will inform revisions. Draft revisions will be consulted with the school community before final approval by the Board of Governors. The updated policy will be disseminated and its effectiveness monitored. Interim reviews may occur as needed.

Other policies /documents relevant and to be read in conjunction with this Policy:

Assessment Policy	Home Learning Policy
Feedback & Marking Policy (ES & HS)	Learning Environment (ES & HS)
Bring Your Own Device Policy	Academic Honesty Policy
SEN policy	EAL policy / Languages policy
Curriculum policy	