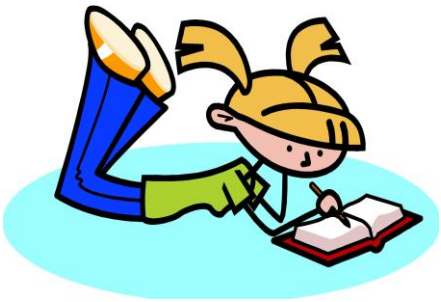
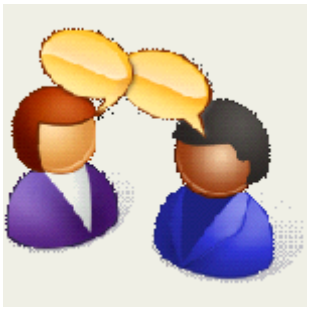
Burradon Community Primary School







English Policy

September 2026

Written by
Mrs C Smith

Introduction

This policy outlines the teaching, organisation and management of English taught and learnt at Burradon Community Primary School.

The policy has been drawn up as a result of staff discussion and has the full agreement of the Governing Body. The implementation of this policy is the responsibility of all teaching staff. The responsibility for monitoring and review rests with the English Subject Leader.

English Rationale

At Burradon Community Primary School we believe that English is a fundamental life skill. English develops children's ability to listen, speak, read and write for a wide range of purposes. Children are enabled to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, as well as of non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding in speaking and writing across a range of different situations.

Writing

Our Vision:

“At Burradon, we strive to ensure that all children will have a positive attitude towards the writing process in order to establish themselves as an author in their own right.”

Writing Intent

At Burradon Community Primary School we endeavour to create a love for literacy. We want every child to leave us with the skills of an excellent writer who:

- Has fostered the enjoyment of writing
- Has the ability to write with fluency and an author's voice
- Can think about the impact they want their writing to have on the reader and know how they will achieve this
- Knows how to structure and organise their writing to suit the chosen genre and include a variety of sentence structures
- Has developed resilience and perseverance when planning, drafting and editing so that each piece is better than their last
- Developed the skills to ensure that their writing is well presented, punctuated, spelled correctly and neat.

Implementation – Curriculum Planning

English is a core subject in the National Curriculum which we use as the basis for implementing the statutory requirements of the programme of study for English.

We carry out the curriculum planning in English in three phases (long-term, medium term and short term). The National Curriculum provides guidance on what each year group teaches in the long term, while our yearly teaching programme identifies the key objectives in English that we teach with purposeful cross-curricular links with other subjects.

Our medium-term and short-term plans are adapted from the National Curriculum and give details of the main teaching objectives for each unit of work. These plans define what we teach and ensure an appropriate balance and distribution of work across each unit covering a range of genres. Weekly short-term planning details the objectives, success criteria and the activities, including adaptation, where appropriate.

EYFS

In EYFS, writing is addressed through the prime areas of Communication and Language and Physical Development. Opportunities are provided for children to develop their Fine and Gross Motor skills through Dough Disco, Squiggle while you Wiggle as well as malleable and creative activities. Communication and Language opportunities allow the children to verbalise their ideas prior to writing them down in a structured way.

In EYFS, children have the opportunity to explore writing activities through all areas of learning. Children's early mark making is valued and children are encouraged to bring writing into their play and to give meaning to their marks. They are taught, once ready, to form letters correctly, initially the letters in their names, then moving on to other letters which are taught in specific groups according to their orientation. In FS2, children are taught to use and apply their phonic knowledge independently when writing, giving plausible spellings for new words. Opportunities for writing in EYFS are available in every area of provision (indoors and out).

KS1 and KS2

KS1 and 2 adopt the same method of teaching writing. We have written our long term plans using Pie Corbett's Talk for Writing as a guide although we do not follow this with fidelity.

Our writing sequence is as follows:

Cold Write

Teaching is focused by initial assessment. Teachers use an interesting stimulus which may be a picture, video or piece of text. Discussions take place to generate ideas, but no actual teaching takes place. The aim of this is to see what the children can do independently at the start of a unit, drawing on their prior learning. Assessment of their writing helps the teacher work out what to teach the whole class, different groups and adapt the model text and plan.

Immersion

The teaching begins with a creative 'hook' which is used to engage the children. The model text is pitched above the pupils' level and has built into it the underlying, transferable structures and language patterns that the children will need when they are writing. This is learned using a 'text map' and actions (in KS1) to help the children internalise the text. Activities such as drama are used to deepen understanding of the text.

Once the children are familiar with the model text it, and other examples, are then read for vocabulary and comprehension, before being analysed for the

basic text (boxing up) and language patterns, as well as writing techniques or toolkits.

Innovation

During this phase of learning, children will participate in shared and modelled writing activities. They will use the modelled text as a guide to create a similar piece of writing of their own. Each day, the teacher will focus on a specific grammar or punctuation objective, modelling the writing of a paragraph that demonstrates the target skill. Children will then apply this learning by writing their own paragraph, providing opportunities to practise and consolidate the skill independently. Throughout this phase, pupils will develop and apply their writing objectives within purposeful and meaningful pieces of writing.

Independent

In the final phase, the children will apply, independently, what has been taught and practised. The children are guided through planning, drafting and revising their work independently

Eventually, students move on to the third phase, which is when they apply independently what has been taught and practised. Before this happens, the teacher may decide to give further input and rehearsal. Students are guided through planning, drafting and revising their work independently. For this phase, teachers aim to link with topics being taught in other areas of the curriculum, either currently or from previous years, particularly in non-fiction writing. In KS1, this independent phase may involve the children making simple changes from the model text. However, in KS2, almost all children will be using the text structure and writing tools to write, drawing on the model, their wider reading and experience so that they are writing independently at a high level.

This independent writing is then used for assessment.

Shared writing and modelled writing

Shared writing is a whole class activity where the teacher models the writing of a text using a pre-prepared model text. In shared writing, the children will contribute to the text by suggesting words or sentences to be used when asked to; they can be critical partners for the teacher. The teacher demonstrates how to write and explains the decisions made. S/he will model thinking, rehearsing sentences, writing and re-reading, constantly generating words and ideas. Across the key stages, teachers will focus on the purpose, audience, level of formality, structure and organisation of the text. A particular aspect of spelling or grammar and punctuation work provides an additional focus depending on the objectives and targets being worked on at that time.

Guided writing

Guided writing can take place during the Innovation phase. During guided writing the responsibility for writing shifts to the learner. Guided writing takes place with a group of children with similar writing needs. During a guided writing session, the children will write with a teacher supporting. It is intended that guided writing provides a forum for children to demonstrate what they have learned about writing and to further develop and extend their writing skills.

GPS (Grammar, Punctuation and Spelling)

At Burradon, we follow Essential Letters and Sounds Phonics programme. In Foundation Stage 1, the children are taught Phase 1. In Foundation Stage 2 children are taught Phases 2 – 5 with the expectation that most children will be secure in phases 2- 4 and have some knowledge of Phase 5 so that they are Year 1 ready.

Our teaching of phonics through ELS continues into Key Stage 1. Teaching is whole class based with teachers regularly assessing their children's phonics ability. The ideology for ELS is 'Keep up not Catch up'. This means that all children should be able to access the lessons at the time. For those children who struggle with phonics, we have a dedicated teaching assistant, in Key Stage 1, who takes small groups in order to reinforce missing sounds. Children are given a weekly spelling test which includes words based on the focused sound or sounds of that week.

Children are also given the Year 1 and 2 Common Exception Words to take home and are formally assessed on the spelling of these words at the end of half each term.

In Key Stage 2, we continue with Essential Spelling and Word Knowledge three times a week. This spelling programme enables the children to understand the patterns in the English language using a combination of morphology, etymology and application of phonological rules. This means that all spelling rules that need to be taught are covered as well as the Statutory Core Spellings. Children are given spellings to take home and learn for a weekly spelling test.

Children are then given the Statutory Core Spellings to take home and are formally assessed on the spelling of these words at the end of each half term. Each child then gets their own personal spelling sheet to take home so that parents are informed of how children are progressing with these words.
We incorporate grammar and punctuation into the final two sessions of the week by either introducing or reinforcing the skills taught during English lessons.

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Reading

Our Vision:

“At Burradon, we aim to develop reading skills with our pupils in order to improve their life chances, provide them with life skills and to promote reading for pleasure and enjoyment.”

Intent

At Burradon, we believe that Reading is a fundamental life skill. We want them to develop a curiosity about, and respect for, the wider world by using reading as a tool to investigate, for themselves, the answers to their questions. Children are enabled to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, as well as of non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. It is our intention to ensure that all pupils read widely and confidently with fluency and comprehension appropriate to their age so that they can develop a love of reading.

Our Key Principles:

- To provide a language rich environment that promotes a culture of reading and writing
- To develop in pupils an interest in and a love of books and literature that will not only support their learning across the curriculum but also enrich their lives
- To value and use books as a basis for learning, investigating, pleasure, talk and play
- To value and celebrate diversity in culture and language
- To help pupils become confident, independent readers, through an appropriate focus on phonics, word, sentence and text-level knowledge
- To develop enthusiastic and reflective readers, through contact with challenging and substantial texts.

Implementation

Reading in FS1 (Nursery)

As children enter nursery, staff begin to work on Phase 1 phonics following the Essential Letters and Sounds scheme of work. This involves helping children to identify and differentiate between specific sounds such as body sounds, instruments and sounds in the environment. The children are involved in activities such as rhyming and alliteration game to support their learning. As the year progresses children are encouraged to hear initial sounds in words and begin to orally blend and segment.

Reading in FS2 (Reception)

At Burradon, we follow the 'Essential Letters and Sounds' (ELS) phonics scheme. In Reception, the children are taught Phases 2,3,4 and some of Phase 5 with the expectation that most children will be secure in these phases so that they are Year 1 ready.

The children are sent home with High Frequency words and phonic sounds, broken up into small sets, to read. They are checked weekly and words which the children can read are highlighted and new sets given out.
Reading books are matched carefully to the phonics phase that the children are working using the Oxford Reading Tree scheme. The children receive 1 book per week and keep this book for a full week with the expectation being that they re-read it to increase fluency and understanding.
All children are heard to read twice a week on a 1:1 basis with the class teacher or teaching assistant.

Reading in Key Stage 1

Our teaching of phonics through 'Essential Letters and Sounds' (ELS) continues into Key Stage 1. In Year 1 the children continue to learn phase 5 sounds which are mapped out in the weekly plans outlined by the scheme. Teaching is whole class based with teachers regularly assessing their children's phonics ability. We follow the ELS guidance and aim for children to 'keep up not catch up' therefore intervene with children who struggle during the phonics lesson. We have a dedicated teaching assistant who takes small groups in order to reinforce missing sounds and blending to read opportunities.

Children are also given the Year 1 and 2 Common Exception Words to take home and are frequently assessed on the reading of these words. Where appropriate, focused phonic sounds are also sent home for reinforcement. Home reading books are carefully matched to each individual child's phonic ability using the Oxford Reading Tree. Each child takes one book home for a week, rereading them to encourage familiarity, fluency and understanding. All children are heard to read at least once a week on a 1:1 basis with the class teacher or teaching assistant.

Reading in Key Stage 2

Reading in Lower Key Stage 2 continues to follow the Oxford Reading Tree. Those children who still need phonics reinforcement receive one phonics matched book per week. However, most children have moved through these books and are now reading ORT books which are non-phonic based. It is the expectation that most children will be 'free readers' by the end of Year 4.

In Upper Key Stage 2, children are given the freedom to choose their own book to use as their reading book which enables them to investigate and develop their own interests. All children are expected to change their books at least once a week unless they are choosing their own, as these books may require more time.

Focused reading lessons

All classes across the school have a dedicated, reading lesson. The aim of this is to use one book across a number of weeks to deepen the children's understanding of the following skills:

- Structure of text
- Role of character/issues/information
- Role of setting/mood/tone
- Use of language, including figurative language
- Writer's perspective

Teacher's plan a range of activities around the book to engage the children. We also include shared reading, echo and choral reading and paired reading throughout our English lessons. The main purpose of this is to build fluency, boost confidence and improve overall reading comprehension.

Reading Enrichment Activities

- Shared/Paired reading
- Reading Buddy system
- Author visits (remote)
- World Book Day activities
- Dress up as a favourite character
- Author focus during English lessons
- Book swaps
- EYFS/Key Stage 1 reading boxes to encourage reading for pleasure
- Reading for pleasure activities (OU Reading for Pleasure)
- Access to school library
- Classroom reading area
- Story time
- Parental involvement – parent/child reading afternoons, workshops

Speaking and Listening

Our Vision:

“At Burradon, we aim to inspire our children in the art of speaking and listening so that they are confident and articulate when communicating with those around them.”

Intent

At Burradon, we believe that Speaking and Listening is a fundamental life skill. English develops children's ability to listen and speak, for a wide range of purposes. Children are enabled to express themselves creatively as they become immersed in the imaginative world of stories, poetry and drama. They are able to express their opinions on a range of real-life issues which are important to them across the curriculum.

Our Key Principles:

- To enable children to order their thoughts and express them clearly
- To develop skills of oracy, giving the children confidence and understanding, equipping them for work and leisure
- To express and justify their feelings and opinions with increasing clarity and effectiveness and respect the opinions of others
- To communicate with ease in varied circumstances for different audiences and purposes
- To increase the children's command of Standard English
- To encourage children to listen with concentration, in order to identify the main points of what they have heard
- To encourage children to ask questions in order to extend their knowledge and understanding
- To allow the children to prepare their ideas before they write

Implementation

Throughout EYFS, Key Stage 1 (KS1) and Key Stage 2 (KS2), children need to be given opportunities to express their ideas in speech, to describe their own ideas, to make plans and to take part in discussions.
In parallel with this, they have to learn to listen to others and to absorb what they hear. They have to learn the conventions of conversation, taking turns, allowing others to speak, responding appropriately to what has been said and valuing the opinions of others.

All members of staff at Burradon Community Primary School have the responsibility to ensure that all children are empowered to speak and express their ideas.

Children should be encouraged to speak in a range of contexts and, as they grow older, adapt their style of speech appropriately.

Speaking and listening permeates all areas of the curriculum. The children learn from early on, to plan their work, listen to the plans of others, recall and assess their work and to listen while others recall. It is only when speaking and listening skills have been developed that children can effectively work co-operatively and collaboratively.

Informal Activities to Promote Speaking and Listening.

- role play areas (EYFS and KS1)
- shared play (work) areas
- reading and maths games
- shared reading of information texts, atlases, etc.
- interactive displays
- child-initiated play in EYFS

Structured Activities to Promote Speaking and Listening

- focused activities in EYFS
- drama activities
- circle time
- show and share/tell time
- oral dictations (spellings)
- shared, echo and choral reading
- telling or reading a story to/with a class
- class debates
- speeches and persuasive arguments/discussions
- play scripts
- school productions and assemblies

Many of these activities will be delivered as part of their English lesson. However, other opportunities are given throughout the day to encourage and facilitate speaking and listening.

Handwriting

Our Vision:

"At Burradon, it is our aim to encourage the progression and development of each child's handwriting throughout the school into a fluent, legible and individual style that can be adapted for a range of purposes and will support their spelling and composition."

Handwriting is a valuable skill to develop. Good standards of presentation are very important and encourage children to develop a sense of pride in themselves and their work.

Aims

- To raise standards in writing across the school
- To have a consistent approach across all Key stages (including Foundation) when teaching handwriting and presentation of work throughout the school.
- To adopt a common approach towards handwriting by all adults when writing in children's books, on the whiteboard or on displays/resources.

For pupils to:

- Achieve a neat, legible style with correctly formed letters in cursive handwriting.
- Develop flow and speed whilst writing, so that eventually the children are able to write the letters with confidence and correct orientation.
- Achieve high standards of presentation in all areas including books, drawings and mathematical diagrams.

Strategy for Implementation

Entitlement and curriculum provision

Handwriting is to be taught at least three times per week for 15 minutes following the Nelson Handwriting Programme. Teaching can also occur during English lessons, as shared and guided writing also provides additional opportunities for the modelling and monitoring of handwriting.

Teaching and Learning

Handwriting is a skill which needs to be taught explicitly. Since handwriting is essentially a movement skill, correct modelling of the agreed style by the teacher is very important; it is not sufficient to require pupils to copy models from a published scheme or worksheet.

The role of the teacher:

- To follow the school policy to help each child develop legible and fluent handwriting.
- To provide direct teaching and accurate modelling.
- To provide resources and an environment which promotes good handwriting.
- To observe pupils, monitor progress and determine targets for development.

EYFS

The curriculum guidance for Foundation Stage states (EYFS framework 2026):

Fine motor control and precision help with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

ELG: Fine Motor Skills

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paint brushes and cutlery
- Begin to show accuracy and care when drawing.

ELG: Writing

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed
- Spell words by identifying sounds in them and representing the sounds with a letter or letters
- Write simple phrases and sentences that can be read by others.

Our English Progression Document states that in EYFS the children develop their handwriting in both Physical Development and Composition.

FS1

Composition

- Use some of their print and letter knowledge in their early writing (shopping lists)
- Write some or all of their name.
- Write some letters accurately.
- Write some or all of their name.

Physical Development

- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Increasingly be able to remember sequences and patterns of movements which are related to music and rhythm.
- Use one handed tools and equipment.
- Show a preference for a dominant hand.
- Use a comfortable grip with good control when holding pens and pencils.

FS2

Composition

- Write short sentences with words with known sound-letter correspondences using a capital letter and a full stop.
- Re-read what they have written to check that it makes sense.

Physical Development

- Form lower case and capital letters correctly
- Develop their fine motor skills so that they can use a range of tools competently, safely and confidently (pencils, paintbrushes, scissors, knives, forks and spoons).
- Develop the foundations of a handwriting style which is fast, accurate and efficient.

The 2014 National Curriculum for Key Stage One handwriting states:

Year 1

- handles equipment and tools effectively including pencils for writing (ELG)
- Sit correctly at table & hold pencil correctly
- form lower-case letters in correct direction, start & finish
- form capital letters
- form digits 0 – 9
- Understand which letters belong to which handwriting “families” & practise them

Wide-lined paper is essential at this stage. Mid-line guides can also help pupils to position letters. Pupils should be introduced to paper with narrower lines once they can write legibly and easily on wide-lined paper (The Writing Framework 2025).

Year 2

- form lower-case letters correctly sized relative to each other
- start using some diagonal & horizontal strokes needed to join letter
- know which letters should are best not joined
- write capital letters & digits of the correct
- size,
- orientation
- relationship to one another
- and to lower case letters
- use spacing between words that reflects the size of the letters

To join letters easily and legibly, pupils first need to form the shape of each letter correctly, starting and finishing each one at the correct point and ensuring that its size is properly related to other letters in the same family.

Joined handwriting should not be taught until pupils can form these unjoined letters (print forms) correctly and consistently. Once they can join letters to write words, they should continue to practise handwriting discretely to develop automaticity (The Writing Framework 2025).

The 2014 National Curriculum for Key Stage Two handwriting states:

Year 3/4

- Use the diagonal strokes needed to join letters
- Use the horizontal strokes needed to join letters
- Understand which letters are best left unjoined
- Increase legibility of handwriting
- Increase consistency of handwriting e.g. parallel ascenders & descenders
- Increase quality of handwriting
- Use joined up handwriting throughout their independent work

Year 5/6

- Write legibly
- Write fluently
- Write with increasing speed
- Choose writing implement best suited to the task
- Choose which shape of a letter to use when given choices & decide whether or not to join specific letters
- Use an unjoined style for labelling a diagram (NSG)
- Use capital letters for filling in a form (NSG)

In key stage 2, the national curriculum focuses on increasing the legibility, consistency and quality of pupils' handwriting, with the aim of increasing the fluency and speed with which they are able to write down what they want to say.

There is no expectation that schools teach lead-ins for joined handwriting from the start, and the national curriculum does not require this (The Writing Framework 2025).

Organisation

Burradon Community Primary School uses the **Nelson Thornes Handwriting Scheme**. Handwriting is taught throughout the school from FS1 to Year 6. The focus in EYFS is simple mark making to forming letters correctly to eventually writing simple sentences. By the end of Year 2, children, who are ready, will be taught joined up handwriting. It is the intention that by the end of Year 3, the vast majority of children will be writing in joined up and will be increasing their fluency. It is at the class teacher's discretion as to when individual children begin to write in pen. This allows for those children who have any issues to be given the opportunity to use pen even if they struggle. In EYFS, handwriting is taught in phonics, in focused group sessions, during free flow and in English lessons while Key Stages 1 and 2 have at least three fifteen-minute focused slots per week.

Adult Handwriting

The teachers and support staff's handwriting are the model for the pupils. All should try to always produce quality writing including when marking or commenting on pupils' work and on displays.

Inclusion

Most pupils learn quickly how to write legibly and fluently. Every child is encouraged to adopt the school's style of handwriting. If, however, a child has an established clear handwriting style that is different from that taught at school, no attempts to modify the style will be taken.

Provision for Special Educational Needs and Disabilities

Some pupils need more support to develop legible and fluent handwriting, and a specific individual or group programme is drawn up in consultation with the SENDCO

Extra time may be given to complete work set. In some situations, there may be a requirement for the children to use word processing skills to complete tasks.
Children also have access to a range of different grips for pens and pencils, writing slants and different types of pens and pencils (e.g. fatter, small etc).

Provision for left-handed pupils
All teachers are aware of the specific needs of left-handed pupils and make appropriate provision:

- Paper should be positioned to the left for right-handed pupils and to the right for left-handed pupils and slanted to suit the individual in either case.
- Pencils should not be held too close to the point as this can interrupt pupils' line of vision.
- Left-handed pupils should sit to the left of a right-handed child so that they are not competing for space.
- Extra practice with left-to-right exercises may well be necessary before pupils write left to-right automatically.

Teachers are aware of the fact that it is very difficult for left-handed pupils to follow handwriting movements when they are modelled by a right-handed teacher and vice versa.

Marking

Work is marked and feedback is given back to the children using 'pink for think' and 'green to go' highlighting. In addition to this, verbal feedback and peer feedback is also given regularly. Children are then expected to take responsibility for making recommended changes and implementing next steps in all of their writing.

Writing occurs throughout the entire curriculum for example, non-fiction writing in science, history and geography while diaries, letters and stories could be also written. It is the expectation that rules and strategies for writing will be used in all subject areas. (Ref: Marking and Feedback Policy)

Assessment

Insight Tracker is used to continuously assess each child's progress. This uses the statutory objectives from the National Curriculum for each year group. Teachers then assess individual children against these objectives to determine whether they are below, just below, on track or greater depth standard for their age group. It is expected that the majority of children will be secure in their age range by the end of the academic year.

In the EYFS, assessment takes place in accordance with Early Years Profile. This data is also uploaded into Insight Tracker.

Monitoring

We monitor teaching and learning of English in the same way as we do all other subjects in our curriculum. The monitoring of the standards of children's work and of the quality of teaching is the responsibility of the English Subject Leader. This process is reflected in the subject leader's action plan and is achieved through;

- Scrutiny of children's work
- Observation of lessons
- Learning walks
- Staff questionnaires
- Pupil Interviews
- Collating and analysis of assessment data

English across the curriculum

The skills that children develop in English are linked to, and applied in, every subject of our curriculum. The children's skills in reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their work at school.

Adaptation

At Burradon Community Primary School all children matter and are given every opportunity to achieve their best. We achieve this by using our informal assessment during lessons to identify the children who have achieved the objectives and those who need more support and reinforcement.

In all classes there are children of differing ability. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- Setting common tasks which are open-ended and can have a variety of responses.
- Setting children in mixed ability groups so that children can support each other.
- Providing resources of different complexity according to the ability of the child (e.g. giving the same text with simplified language)
- Using Widgit to give children a visual representation of vocabulary
- Scaffolds when planning writing and for some during independent writing
- Using classroom assistants to support the work of individual children or groups of children.

Work in English takes into account the targets set for children in their Individual Support Plans, Educational Health Care Plans (EHCP) and any recommendations from outside agencies.

Equal Opportunities

Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability in all English activities at Burradon Community Primary School.

Roles and Responsibilities

The English Subject Leader will:

- Monitor English in the school e.g. through lesson observations, termly curriculum walks and the scrutiny of children's work, assessments and evaluations.
- Ensure continuity in assessment throughout the school and lead practical staff meetings to support this.
- Keep up to date with new developments and keep the staff informed.
- Lead colleagues and be supportive.
- Disseminate knowledge and materials.
- Audit resources regularly.

Review

This policy will be reviewed every 2 years

Mrs C Smith
September 2026

In accordance with GDPR 2018 (Data protection) please refer to the policy on our school website using the following hyperlink for information on how we collect, control, process and protect data.

Please note : we share some data with the Local Authority, DfE and outside agencies as defined by our policies.

http://www.burradoncommunityprimaryschool.co.uk/data-protection-gdpr/