Leigh Primary School

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'Caring, Sharing and Learning Together'

Appraisal Policy

File name: Appraisal Policy	Associated Docs: HR Suite Pay Policy - Finance Suite	Statutory Yes	Review Period : Annual
Policy Owner: Resources	Last Revised : 22/06/26	Next Revision Due: 22/06/28	Page 1 of 15

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*This model Appraisal Policy has been developed by HR Connect for use in all Schools and Academies.

A Policy

1 Policy Statement

The School recognises the importance of appraisal as a mechanism to develop and support Employee performance which in turn impacts positively on the overall performance of the School and outcomes for students.

The School will seek to ensure that appraisal will be a supportive and developmental process – allowing Employees the opportunity to develop the skills and access the support they need to carry out their role effectively.

The appraisal process enables Employees and their Headteacher / Line Manager to agree objectives and identify associated learning and development requirements. It allows an opportunity for Employees to receive regular and constructive feedback on their performance and progress. It also provides a forum in which Employees can consider career aspirations and goals. Furthermore it is an opportunity for Employees to discuss the support and guidance they may require in their role.

Where performance concerns are identified through the appraisal process the School will consider what support and training may be appropriate to enable the Employee to achieve the required performance standards. Where performance concerns are sufficiently serious or persist – the School's Capability Policy and Procedure may be initiated.

Evidence from the end of year appraisal review meeting and assessment against the School's pay progression criteria will inform performance related pay decision for Teachers.

Leigh Primary School follows the Kent Scheme conditions of services and therefore evidence from performance reviews will inform whether a member of support staff will be awarded a 'positive' performance assessment. Progression is subject to an Employee receiving the requisite number of 'positive' performance assessments for their grade.

This policy and procedures reflects the provisions of the Education (School Teachers' Appraisal) (England) Regulations 2012 and the requirements of the relevant conditions of service for Support Staff employed under Kent Scheme Conditions of Service.

This procedure explains:

- The arrangements for determining performance objectives and appraising Employee performance
- The roles and responsibilities of the Headteacher / Line Manager and Employees in the appraisal process

2 Scope

This policy applies to teaching and support staff employed by the School.

It excludes

- those employed on contracts for less than one term
- early career stage teachers during their Statutory Induction period
- employees whose performance is being managed via the School's capability procedure

This policy also applies to Employees working on a regular supply or permanent relief basis.

3 Adoption arrangements and date

This procedure was adopted by the Governing Body of Leigh Primary School on 17th November 2025 and supersedes any previous appraisal policy and procedure.

This policy will be reviewed by the Governing board annually years or earlier if there is a need or new guidance from our HR service. This will involve consultation with the recognised unions where there are material changes.

4 Responsibilities of School

- To ensure each Employee has an identified Appraiser
- To ensure performance and development objectives are set, monitored and reviewed in an objective and timely manner
- To make Appraisees aware of the standards of performance expected of them and to identify any concerns via the provision of regular feedback
- To endeavour to ensure additional workload and administration associated with appraisal is kept to a minimum for both the Appraiser and Appraisee
- To consider what training is appropriate for Appraisers and Appraisees regarding the appraisal process

5 Responsibilities of the Employee (Appraisee)

- To engage constructively with the appraisal process and conversations regarding performance
- To work with their appraiser to identify appropriate appraisal and development objectives
- Take personal responsibility for improving their own performance and personal development
- To provide evidence of performance to support appraisal discussions
- Where applicable, to appraise the performance of other identified Employees

B Procedure

6 Appraisal Period

Each appraisal period will run for 12 months.

For Teachers, Headteacher and other Leadership Teachers the appraisal cycle will commence on the first day of the Autumn term annually.

For Support Staff the appraisal cycle will commence on their 'anniversary date' as follows:

- 1st April the Employee is in post prior to 1st April / 1st September 2025
- The anniversary of their start date for all Employees in post after 1st April / 1st September 2025.
- 1st April where an Employee is at the top of their grade. This includes Employees on grades KSA and KSB (formerly KR3 and KR4) who are paid a single salary point.

Employees joining the School during the appraisal cycle may have a shorter appraisal period during their first year.

Consideration will be given to adjusting the time of appraisal meetings and length of the appraisal cycle where an Employee has a significant period of absence due to maternity / family related leave, sick leave or disability related absence. Any changes will be discussed and as far as is reasonable, agreed with the Appraisee.

7 Appointing appraisers

The Headteacher will identify an appropriate Appraiser for each Employee taking into consideration line management arrangements within the School.
The Headteacher's appraisal will be delegated to a Governor Panel of a minimum of 2 members. This will not include any staff governors. Governors will appoint an External Advisor to support in the Headteacher's appraisal.
The Headteacher will ensure all Appraisers have received appropriate training.

8 Setting Objectives

Appraisal and development objectives will be discussed and agreed by the Appraiser and Appraisee as soon as practicable at the start of each appraisal period.
The Headteacher's objectives will be set by the Governor Panel in consultation with the External Advisor.
The objectives for all other staff will be set by their Appraiser.
Objectives will be appropriate to the Appraisee's role, responsibilities, career stage, level of experience and will be relevant to the overall performance objectives of the School.
In setting objectives consideration will be made to the career aspirations of the Appraisee – for example where a Teacher is seeking to progress to the Upper Pay Range objectives may reflect the progression criteria required.
Objectives may be challenging but achievable. The number and nature of objectives will be reasonable and give due regard to the work- life balance of the Appraisee.
Full time members of staff will usually have 3 objectives. Part time members of staff dependent upon role and experience will usually have 2 objectives.
Objectives may focus on:

- Impact on the effectiveness of the team, department or whole School and contributing to the performance objectives of the School / outcomes for pupils
- Personal development - improving certain aspects of practice or performance in the job role and, where appropriate, identifying and bridging skills gaps relevant to career progression
- Meeting and / or maintaining any relevant professional standards – including the Teachers' Standards in the case of qualified teachers
- In the case of Teachers only - making a wider contribution to the work of the School, within working hours and the Appraisee's job description where relevant

Objectives will be:

- Specific
- Measurable
- Achievable
- Realistic
- Time – bound

The success criteria and evidence which will be considered for each objective will be discussed with the Appraisee at the beginning of the appraisal cycle.
It should be noted that where challenging or longer-term objectives are set – there may not be an expectation that these are fully completed within the appraisal cycle. Anticipated timescales and targets towards completion will be discussed and the Appraisee would be expected to make good progress towards these during the review period.
Consideration will be given to any relevant training, development, coaching or mentoring the Employee may benefit from to achieve the identified objectives.

The Appraiser and Appraisee will seek to agree the objectives. The Appraiser will take reasonable steps to resolve any concerns regarding the nature of objectives, but where this is not possible the Appraiser will determine the objectives, with the provision for the Appraisee to record any disagreement in writing which will be taken into consideration at the review stage.
Objectives may be reviewed and revised during the year to reflect changes for example, to the Appraisee's job role, School priorities or local / national policy / regulatory changes. Objectives may also be revised to take into account a period of absence. Any changes will be discussed and, as far as is reasonable, agreed with the Appraisee.

9 Assessment against relevant standards

The performance of all Employees will be assessed against the requirements of their job description.
The criteria against which performance will be assessed is detailed at Appendix 1 for Teachers and Appendix 2 for Support Staff.

Teachers
The performance of qualified teachers will be assessed against the requirements of their job description and the Teachers' Standards – available at Teachers' standards - GOV.UK (www.gov.uk).
In the case of Teachers paid on the Upper Pay Range assessment will additionally be made with reference to the criteria for Upper Pay Rage progression as detailed within the STPCD.
For Headteachers the Headteachers' Standards 2020 (non statutory) can be referenced and for the Inclusion Manager the SEND Code of Practice for SENCOs.
This assessment will consider in broad terms whether an individual Employee's performance is consistent with what should reasonably be expected within their role and at the relevant stage in their career.
In the case of Teachers there is no requirement to complete a checklist of performance against the Teachers' Standards.
Support Staff – Leigh Primary School will reference the 'How to guide: Making an annual performance assessment' from Kelsi when appraising support staff. The document can be found in Appendix 2 of this document.

10 Reviewing Performance throughout the appraisal cycle

The Appraiser and Appraisee will meet at regular intervals to review performance and progress towards their objectives. There will be an appraisal to set objectives, mid year appraisal and full appraisal at minimum.
The meeting is an opportunity to consider progress towards objectives and review any evidence in support of this. The Appraisee will receive constructive and supportive feedback throughout the appraisal cycle on their performance and progress towards their objectives. Feedback will highlight any areas of strength as well as those where further development is required.
These meetings are also an opportunity to discuss workload and wellbeing in a supportive manner enabling the Appraiser and Appraisee to proactively identify appropriate strategies at an early stage to address any areas of concern.

11 Observation

Formal observation of classroom practice for teachers, and non teaching staff who work directly with pupils, is an important means of assessing and supporting performance in this School.
All observations will be carried out in a supportive manner with constructive feedback being provided as soon as possible to the observed activity.
The amount and type of classroom observation will depend on the individual circumstances of the Appraisee and the overall needs of the School.
Formal Observation of teaching practice will be undertaken by an individual with Qualified Teacher Status.
In addition to formal observation, the Headteacher or other leaders with responsibility for teaching standards, may "drop-in" to evaluate the standards of teaching and to check that high standards of professional performance are established and maintained. The length and frequency of "drop-in" observations will vary depending on specific circumstances.
There is no requirement for the appraiser to complete lesson observations and drop ins may be conducted as part of normal cycle of whole school monitoring or be planned separately with the appraisee. It may be dependent upon the target and objective as to whether an observation is required to assess performance.

12 Performance Concerns, Informal Support and transition to the Capability Policy and Procedure

Where performance concerns are identified the Appraiser will discuss these with the Appraisee at the earliest opportunity and a support plan including, informal performance targets, will be put in place. Careful consideration will be given to any support and training the Appraisee may require.

It is anticipated that most performance concerns will be successfully addressed via informal support and the Appraisee will be given a reasonable time period in which to demonstrate improvement and meet the required expectations for the role.

Where performance concerns persist or are sufficiently serious – the appraisal policy and procedure will be suspended the School's Capability Policy and Procedure will be initiated.

Where an Employee is subject to the School's formal capability process – pay progression will not be awarded.

The school reserves the right to move immediately to the formal stages of the Capability Policy and Procedure in cases of serious underperformance.

Please refer to the School's Capability Policy and Procedure for further information.

13 Annual Review Meeting and Assessment

Towards the end of the appraisal cycle the Appraiser will arrange an Annual Review Meeting with the Appraisee.

In the case of the Headteacher the Annual Review Meeting will be conducted in consultation with the External Advisor.

During the discussion performance feedback will be provided and the Appraiser and Appraisee will have the opportunity to:

- Reflect on and review performance against the requirements of the job role and any relevant standards.
- Review progress towards the appraisal objectives set
- Consider the impact and effectiveness of any training or personal development which has been undertaken and any further development required
- Identify any performance objectives and personal development needs for the next appraisal cycle
- Provide an opportunity to discuss issues relating to workload / work-life balance
- To consider any career progression / aspirations
- Assess the Appraisee's overall contribution to the School over the appraisal cycle

In reviewing performance the Appraiser will give due consideration to any potential 'barriers to success' including disability, periods of absence / policy or regulatory change or other operational issues.

Prior to the meeting the Appraisee is expected to reflect on their own performance and identify appropriate evidence to demonstrate progress towards objectives and performance expectations. It should be noted that most evidence should be readily available from day to day working practice and from discussions during the review meetings over the year. There is no requirement for the Appraisee to compile a portfolio of evidence.

14 Teacher's Appraisal Report

Following the Annual Review Meeting and as soon as practicable each Teacher will receive a written appraisal report. This will usually be shared no later than 31st October for Teachers and 31st December for the Headteacher. There may be mitigating circumstances where appraisals for teachers are completed later but no later than mid November.
Teachers will have an opportunity to comment in writing on their appraisal report.
The report will include:

- Details of objectives for the appraisal period
- An assessment of performance of role and responsibilities against objectives and any relevant standards
- An assessment of training and development needs and identification of any action that should be taken to address them
- A recommendation on pay where this is relevant. It should be noted that a recommendation to withhold pay progression may be made where a Teacher has not met the School's performance criteria.

15 Pay Progression decisions for Support Staff following Annual Review Meeting

Where the Appraiser determines that the Appraisee has met the expected standards of performance during the appraisal cycle they will receive a 'positive' anniversary review assessment.
Depending upon their grade an Employee may require a certain number of 'positive' assessments in order to progress to the next fixed point within their grade.
The frequency with which progression to the next fixed point may occur and the number of points within the grade is detailed within the School's Pay Policy.

16 Moderation

The Headteacher will make appropriate arrangements for the moderation of objectives and appraisal outcomes to ensure consistency of approach, expectations and judgements between Appraisers.

17 Employees not covered by this policy

Early Career Stage Teachers – (ECT)
Early Career Stage Teachers undertaking induction are exempt from appraisal and performance will be appraised in accordance with the provisions of the Statutory Induction Guidance for Early Career Teachers. However, the school can provide appraisals if they are in line and supportive of development and in mutual agreement with the staff member.
Induction for early career teachers (England) statutory guidance (publishing.service.gov.uk)

Teachers engaged for less than one term
Teachers engaged for less than one term will not be appraised. Where employment is extended beyond this appropriate objectives and review arrangements will be put in place for the remainder of the current appraisal cycle.

Support Staff
All Support Staff engaged on Kent Scheme Conditions of Service are included within the appraisal requirements - including those on temporary / fixed term contracts, engaged on a permanent relief basis or those who are within their probationary period.

18 Confidentiality and Record Keeping

All parties are required to respect the confidentiality of all information relating to the Appraisal process. The School recognises its obligations under the General Data Protection Regulation and associated legislation and the rights of Employees with regards to the personal data held on them.
Appropriate records will be kept of appraisal discussions, objectives, evidence of progress and outcomes.
The School will seek to minimise any additional workload and administration associated with the performance management process.
Appraisal documentation should be held in the Headteacher Sharepoint and remain confidential.

Appendices

Appendix 1 Performance Criteria for Pay Progression for Teachers - This information is also within Pay Policy for 2025-2026.

Main Pay Range
In this School the following criteria will be considered when assessing whether pay progression will be awarded to a Teacher paid on the Main Pay Range:

- The Teacher must have made good progress towards their appraisal objectives
- The Teacher must be able to demonstrate sound evidence of consistently good teaching, learning and assessment practice throughout the assessment period
- The Teacher must evidence meeting the Teachers' Standards throughout the assessment period

Upper Pay Range
In this School the following criteria will be considered when assessing whether pay progression should be awarded to a Teacher paid on the Upper Pay Range:

- The Teacher must have made good progress towards their appraisal objectives
- The Teacher must be able to demonstrate sound evidence of consistently good teaching, learning and assessment throughout the assessment period with increasing aspects of outstanding practice
- The Teacher must be able to evidence that they are highly competent in the Teachers Standards throughout the assessment period – demonstrating an increasing breadth and depth of knowledge, skill, understanding and application
- The Teacher must demonstrate evidence that they have continued to meet the criteria for moving to the Upper Pay Range and they have further developed their practice
- The Teacher must be able to demonstrate that they are continuously developing as a practitioner and are supporting colleagues in developing their practice

Leading Practitioner Pay Range
In this School the following criteria will be considered when assessing whether pay progression should be awarded to a Teacher paid on the Leading Practitioner pay range:

- The Leading Practitioner must have made good progress towards their appraisal objectives
- The Leading Practitioner must demonstrate they are highly competent in the professional standards
- The Leading Practitioner must be an exemplar of the highest level teaching skills and professional practice with a demonstrable impact on the wider school
- The Leading Practitioner must have made a measurable impact on the effectiveness of colleague's practice or those areas of pupil outcomes identified for improvement
- The Leading Practitioner must have demonstrated strong Leadership in developing, implementing and evaluating policies and practices which contribute to School improvement

Unqualified Pay Range
In this School the following criteria will be considered when assessing whether pay progression should be awarded to a Teacher on the Unqualified Pay Range:

- Good progress towards their appraisal objectives
- Development of the effectiveness and impact of their teaching practice
- An increasing positive impact on outcomes for students
- An increasing contribution to the work of the school

Sources of Evidence

- Assessment against Appraisal Objectives
- Assessment against Teachers Standards
- Classroom Observations
- Self Assessment & Peer Review
- Relevant Pupil Progress Data

Appendix 5: Criteria for Progression to the Upper Pay Range

To progress to the Upper Pay Range a Teacher must meet the following criteria:

- highly competent in all elements of the professional standards
- their achievements and contributions to the School are substantial and sustained

In this School, this is interpreted as follows:

Highly Competent

- The Teacher demonstrates consistently good teaching and learning with evidence of aspects of outstanding practice
- The Teacher evidences an excellent depth and breadth of knowledge, skill, understanding and application of the Teachers standards
- The Teacher contributes to the professional development of colleagues through coaching / mentoring, demonstrating effective practice and providing advice, guidance and feedback. The Teacher continually develops their practice through effective application of professional development activities

Substantial

- The Teacher plays a critical role in the life of the School outside of their classroom
- The Teacher is making a significant wider contribution to School improvement and pupil outcomes outside of their class
- The Teacher makes a significant contribution to policy and practice which has improved teaching and learning across the School

Sustained

- The Teacher's performance levels should be sustained over a two year period as evidenced in the two previous appraisal reports

Sources of Evidence

- Assessment against Appraisal Objectives
- Assessment against Teachers Standards
- Classroom Observations
- Self Assessment & Peer Review
- Relevant Pupil Progress Data

Even where, the criteria for progression to the Upper Pay Scale are fully met, the School reserves the right to reject the Application on basis of affordability.

Appendix 2 Performance Criteria for Support Staff Where the school follows the LA pay strategy for Kent Scheeme staff they should insert the document 'How to Guide: Making an annual performance assessment' from KELSI.

Kent Scheme pay scales 2025-26

Grade	Entry	Temporary transition point 1	Middle 1	Middle 2	Temporary transition point 2	Top
KS R	£217,528	£222,449	£227,370	£237,213	£242,134	£247,055
KS Q	£168,222	£175,205	£182,188	£196,154	£203,137	£210,120
KS P	£136,839	£141,006	£145,173	£153,508	£157,675	£161,842
KS O	£109,856	£113,135	£116,414	£122,972	£126,251	£129,530
KS N	£89,579	£92,868	£96,156	£102,732	£106,021	£109,309
KS M	£77,348	£79,671	£81,994		£84,317	£86,639
KS L	£68,295	£70,292	£72,288		£74,284	£76,280
KS K	£60,800	£62,461	£64,122		£65,783	£67,444
KS J	£52,716	£54,599	£56,481		£58,364	£60,246
KS I	£45,672	£47,127	£48,581		£50,035	£51,489
KS H	£39,355	£40,742	£42,128		£43,514	£44,900
KS G	£34,421	£35,392	£36,363		£37,334	£38,304
KS F	£30,404	£32,078				£33,752
KS E	£27,852	£28,784				£29,716
KS D	£26,393	£27,053				£27,713
KS C	£25,252	£25,757				£26,262
KS B						£25,126
KS A						£24,513

Annual pay progression will be determined with reference to the outcome of the Employee's appraisal and Total Contribution Pay Assessment.

Continued good performance as evidenced through appraisal should give the Employee the expectation of pay progression to the top of their grade.

In assessing an Employee's Total Contribution the following will be taken into consideration:

- Effectiveness in the job role
- Performance against individual Appraisal Objectives
- Values and behaviours demonstrated
- Wider contribution to the School*
- Application and impact of any personal development undertaken

Key Elements of Performance assessment	All employees (including managers)
Work-based criteria *What the employee does in their job.*	• Standards set out in the action plan are met and there are clear examples of successful outcomes. For managers, this should also include a review of whether they have successfully delivered within budget those aspects within their control, and the successful delivery of their people management accountabilities, organisational responsibilities and workforce planning. • There is an identifiable contribution on the business, measured by the level of improvement in service delivery or customer experience. (Examples include introduction to better working practices, efficiencies, income generation, or the introduction of innovative approaches to service delivery or ideas for these being discussed with others for potential introduction by others.)
Values & behaviours *How the employee does their job*	• Performs in line with KCC values and role models these as the predominant style of working, evidenced through feedback. For management roles this should also include reference to leadership capabilities & behaviours. • Inclusion is demonstrated through day-to-day behaviours and embedded in how work is delivered. • Behaviours consistently lead to a positive impact on outputs and the success of business/service at any level from team to county or organisation wide.
	• Takes personal responsibility and uses initiative to drive up quality standards. • Strives for improvement and puts forward ideas (not necessarily delivered themselves)
Learning & development *How the employee develops their capacity and capability*	• All organisational and role specific mandatory training is completed. • Demonstrates continuous learning to build expertise and to impact on own and team performance. • New skills or knowledge shared widely across the function or area of work. (Examples include helping other, creating opportunities to develop colleagues or making tangible changes or benefits to the workplace.)

Performance will be assessed against one of 4 contribution levels

- Performance Improvement Required
- Achieved the Required Standards
- Performance above the Required Standards
- Outstanding Performance

Descriptors for these different levels of performance are below:

Contribution Level	***Summary of Definition***
Not Assessed	*Assessment was not made because of* • *long term absence, such as sickness or maternity leave, to an aggregate level of 9 months or more during the assessment year* *or* • *the employee's performance is being monitored and reviewed within the school's formal capability procedure* *or* • *the employee does not have the required service by the date of the TCP award*
Performance Improvement Required	*Employee did not achieve the standards expected in the job. This may be due to one or a combination of:* • *one or more performance management objectives not being met without adequate explanation* • *evidence of behaviour or conduct contrary to that expected in the role* • *a less than satisfactory attendance or punctuality record compared to the normal standards across the school* *overall standards of performance in the job are less than expected*
Achieved the Required Standard	*The Employee has achieved all the performance objectives or if this is not the case there is an understandable and acceptable reason for this.* *Additionally performance generally is consistently sound across all key areas of the role and the behaviours demonstrated by the Employee are consistently positive.* *In common terms an Employee with this assessment would be regarded as sound, positive, reliable and doing a 'good job' all round and there will be a range of evidence to substantiate this.*
Performance Above the Required Standard	*Employees at this level will be those whose performance clearly stands out as above the norm. Their work will be seen to be consistently of a high calibre with a sense of pride in the quality of their work. Performance objectives will have been met and exceeded in some way unless the objectives were regarded as 'stretch' targets or particularly challenging in some way.* *There will be evidence of using own initiative and taking personal responsibility to seek out new tasks or responsibilities that are desirable, appropriate and have a positive impact on children and/or colleagues.* *Typically attendance would be expected to be very high.* *The Employee will also consistently demonstrate very positive behaviours towards their work, children and colleagues with clear evidence of effective outcomes.*
An Outstanding Performance	*Performance objectives will be delivered to an exceptionally high standard. The quality of work throughout the year will be regarded as first class and impressive in terms of what is achieved and how it is delivered.* *Employees at this level will be regarded by others as 'exceptional' in their role and they demonstrate exceptionally positive behaviours towards children, parents (if appropriate to role) and colleagues.* *There will be clear evidence of often going the 'extra mile', of doing things over and above expectation on a regular basis and constantly demonstrating behaviours consistent with the values, principles and ethos of this school.*

Sources of Evidence

- Appraisal Objectives
- Lesson Observations (where relevant)
- Training / CPD Records

*Employees on grade KR7 and above are expected to demonstrate evidence of wider contribution for an outstanding or above assessment. Where Employees on lower grades have had an opportunity to demonstrate wider contribution this will form part of their assessment. However where an Employee has not had the opportunity to demonstrate wider contribution their assessment will not be adversely affected.

Further information regarding the TCP process is available at:

http://www.kelsi.org.uk/hr-and-training-for-staff/working-in-kent/pay-conditions-and-benefits/total-contribution-pay;

	Signed	Date
Approved by Governing Body	Governing Body	22.06.26
Chairman of Governors	Dave Dorrell and Stephen Hall	22.06.26
Co-Headteachers	Jenna Halfhide and Joanne Shobbrook	22.06.26