

**PINEWOOD INFANT SCHOOL
AND FOUNDATION UNIT**

POLICY FOR TEACHING, LEARNING and MONITORING

January 2022



Introduction

The children at our school are provided with high quality learning experiences that lead to a consistently high level of pupil progress and attainment. How our children learn and how they are taught in our school is driven by our teaching and learning strategies and the engaging curriculum that we offer.

Teaching and learning is the purpose of our school. It is the method through which we offer a curriculum that is broad and balanced and meets the requirements of the National Curriculum, Early Years Framework, and Religious Education & Collective Worship.

This document lays the foundations for the whole curriculum both formal and informal and is the context in which all other policy statements should be read. It is written for the benefit of all members of our school community to ensure that all are aware of the basic principles underpinning the work in our school.

The Aims of Teaching and Learning at Pinewood

- That all children are provided with a curriculum and opportunities to meet their full potential in terms of academic achievement, spiritual , moral and emotional awareness and how to be a good citizen, becoming the best version of themselves that they can be
- Provide rich and varied contexts and experiences for children to acquire, develop and apply a broad range of knowledge, skills and understanding
- To provide a supportive, positive, healthy, caring and safe environment, which has high expectations and values all members of the school community
- To develop individuals with lively, enquiring minds, good thinking skills, self-respect, self-discipline and positive attitudes
- To encourage all children to be enthusiastic and committed learners, promoting their self -esteem, self-worth and emotional well-being
- To develop enduring values of respect, honesty, self-belief, kindness, curiosity, independence, responsibility and resilience
- To encourage children to value the diversity in our society and the environment in which they live
- To encourage children to become active and responsible citizens, contributing positively to the community and society
- That all staff have consistently high expectations underpinned with quality resources, exceptional classroom environments and appropriate and effective teaching strategies

- To show we see Teaching and Learning as a process of co-operative team work and welcome and encourage the involvement of parents and others in the community. We recognise the need for real partnership in working together to maximise children's development

All members of the school (teaching and support staff, parents, governors and children) ensure that daily our mission at Pinewood is to 'make learning irresistible'. By doing this we work towards our school vision that *'Together we give children the roots to grow and the wings to fly.'*

Teachers and support staff work towards this school vision by:-

- Providing a safe and secure irresistible learning environment
- Making sure our school is a fun, warm and happy place to learn
- Being passionate about learning and showing a commitment for all pupils to meet their potential
- Recognising and be aware of the needs of each individual child according to ability and aptitude
- Ensuring that learning is progressive and continuous
- Loving and caring for the children, providing nurture and challenge to help them achieve
- Building self-esteem and confidence and by celebrating successes
- Having high expectations and continually striving for excellence and improvement
- Prioritising team work and relationships
- Placing families and our community at the heart of our school
- Valuing creativity and providing children with quality first hand experiences
- Listening, reflecting and by being proactive
- Continually reviewing professional development to ensure a high level of professional expertise
- Providing clear information on school procedures and pupil progress
- Establishing links with the local community to prepare pupils for the opportunities, responsibilities and experiences of life

At Pinewood we believe that teachers teach best when . . .

- They feel valued within the school community, are trusted to use their professional judgement, feel listened too and respected
- They prioritise relationships: relationships with each other, the children, the parents, governors and the wider community
- They are able to work collaboratively with colleagues, planning and evaluating together
- They feel supported to take risks and are allowed to make mistakes
- They have access to high quality professional development opportunities
- They have regular release time out of the classroom to plan and evaluate the curriculum
- They have good support from additional adults and other agencies
- They are clear about their aims and share them with learners
- They have excellent subject knowledge
- They have regular constructive dialogue about learning and self-assessment with individual learners
- A positive and purposeful working environment is established and maintained

Pupils work towards this vision:-

- Behaving in a way which complies with the expected rules of behaviour
- Taking a growing responsibility for their own learning
- Having high expectations and knowing how to move their learning forward
- Showing our school values in all that they do

At Pinewood we believe that children learn best when...

- They are made to feel secure and confident and know they are loved
- They are involved in the learning process
- A variety of resources are used
- They are presented with learning tasks that are meaningful, relevant and appropriately matched and where they have fun
- They are responsible for learning and contribute to the learning of others
- Mixed pedagogy and lesson structures are used for purpose
- A menu of differentiation is used for purpose
- The classroom environment is conducive to learning extended to include the outdoor learning environment of the school, the immediate locality and the wider, surrounding area
- There is regular assessment for learning, where children and teachers are clear about the next steps

Parents work towards this vision by:-

- Ensuring that children attend school regularly and punctually informing school of reasons for their child's absence
- Keeping them in good health by providing healthy food and sleep
- Supporting the teachers and the discipline within the school
- Offering support, encouragement and praise
- Attending parents meetings and open evenings
- Actively supporting the Home-School Agreement AND School Behaviour Policy
- Giving due importance to their children's work supporting the work of educational targets
- Maintaining contact with school participating in discussions concerning their child's progress and attainment
- Ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour
- Support their child in learning to read
- Ensuring that all contact addresses and telephone numbers are up to date and correct

At Pinewood we believe that parents support the best when...

- We prioritise relationships with them and we understand their barriers to school involvement
- They feel listened to and believe we act in true partnership with them
- We communicate clearly with them about their child's learning
- We celebrate successes and developments through seesaw and Dojo
- We try to support them to meet their child's learning needs
- We make frequent informal daily contact, inviting them into the classrooms, saying good morning etc.

The community is invited to support the school by:

- Contributing to activities, such as assemblies, specialist outings, clubs, etc.
- Presenting themselves as positive role models to be emulated
- Organising activities and events throughout the year to extend and deepen pupils' knowledge and skills
- Supporting school events
- Voluntarily helping in the classroom

At Pinewood we believe that the community supports the best when...

- We are welcoming and make everyone's visit to Pinewood an excellent experience
- We make frequent contact with different parts of the community and are visible as a school
- We listen to comments from the wider community
- They are invited to certain events in school
- Our children conduct themselves well outside school

Our Curriculum

At Pinewood we make 'learning irresistible'. This motto sings through everything we do from day to day lessons, our learning environment, visits and visitors, extra-curricular activities – our school is the best place to be and we are all extremely proud of the education we provide on a daily basis! Children learn where they feel safe and are listened to, where they are valued and loved, where they are stimulated and challenged and where they 'have fun'!

We teach English and Maths to the highest of standards and children make rapid progress. But at Pinewood, it is about so much more. We understand and are committed to the development of the 'whole child' and acknowledge such literacy and numeracy skills are essential but are only part of the education jigsaw. All pieces are important. We want children to leave Pinewood with a thirst for learning, to be independent thinkers and to care for the environment with self-worth and confidence, with a care for the world and care for each other. Regular staff meetings and CPD events are used to discuss various aspects of the curriculum and ensure consistency of approach and standards.

Where does our curriculum come from?

- We choose inspiring topics where PSHE (Personal Social and Health Education) is entwined throughout.
- We teach a skills based and knowledge rich curriculum which encourages children to explore, find out and lead their own learning.
- The lesson objectives are often (but not always) discrete to a particular subject area but the content is topic based and therefore learning is relevant to a particular theme. The children make connections and see a reason for their learning.

- Sometimes lessons will be more exploratory and may not have set lesson objectives and will take the form of WWW (we were wondering), WISE (What I'm still exploring) or IQ (I'm questioning) as we recognise the use of focused learning outcomes can sometime be limiting
- We ensure children are exposed to the 'bigger picture' including global and environmental issues which are part of all our lives and which we care about.
- We deliver a curriculum saturated with quality children's texts and will foster a true love of stories in all our children.
- We start each annual cycle with topics that the children are familiar with – cycle 1: local 'Why is Nottingham an awesome place to live? 'A known traditional tale etc.
- Our PSHE is linked with supporting charities relating to our topics e.g. Nottingham winter shelter (homelessness) 'Why is Nottingham an awesome place to live?'
- Widening the experiences for our children is fundamental to us at Pinewood - including the outdoors, visits and visitors in all our topics. This includes planning a visit and a visitor into school (at least) for each topic. Planning a residential trip for Year 2s to build confidence, independence and co-operation.
- We are committed to the arts at Pinewood. We are continually developing our arts provision and are now currently working towards the arts mark. We also value speaking and listening, drama and performance as part of our curriculum. We encourage children to take risks and to challenge themselves demonstrating their talents in Christmas plays, assemblies and talent shows.
- We have an extensive range of extra-curricular activities including library club, sewing, cookery, PE, drama, parachute, forest schools and we use children's voice to respond to children's views and preferences.

The term curriculum at Pinewood means what we want our children to learn; what we offer in terms of teaching and sequencing; the experiences we offer children; how we develop the 'whole' child. In a nutshell it is the totality of what they experience during their time with us.

- We follow the Early Years Framework and National Curriculum
- We decided on what we want our children to learn as a whole teaching staff ensuring we chose exciting and inspiring topics and themes
- We decided on the key skills and knowledge we wanted the children to achieve during each year group from F1-F2
- We assess against the Early Learning Goals and ITAFs in Y2 to report end of key stage judgements at present
- We have milestones to assess against each term to determine if our children are on track
- Our curriculum has been constructed from quality professional dialogue with each other around including experience of what we know as professionals, engages young children best
- We have also chosen to teach things that we like to teach! We own our own curriculum and to enthuse young children, teachers enjoying the content of the curriculum makes the whole process lead to irresistible learning

Aim: To make learning irresistible



The Intent

- Our vision
- Our daily aim
- Curriculum design
- The WHAT, the WHY and the WHEN . . . What we are doing, why we are doing and when we should do it?
- Knowledge and skills
- Coverage and appropriateness
- The sequence of learning
- Thinking of how we will ensure children remember?
- What we want children to know by the end of a lesson, block of work etc. how are we going to assess what they know?

The Implementation

- The how – how we will deliver meeting the needs of **ALL** children
- How we will get children to remember – nothing is learned if it cannot be remembered
- Potential barriers to learning for our children
- What we call pedagogy (the teaching activities or how our curriculum is taught)
- What a good lesson looks like
- How learning will be assessed to inform future next steps in teaching and how to evaluate outcomes

The Impact

- The outcomes
- The progress data
- The development of the whole child
- Children's confidence, wellbeing and self-belief, curiosity, care for each other

What certain things do we include in our curriculum?

A big question and launch where appropriate (to excite and enthuse) and a project or end product (purpose and achievement)

Talk for writing, speaking and listening, drama, rainbow grammar, quality texts

Teaching values (e.g. resilience), modelling behaviour, supporting our children and families

Arts – theatre, dance, music, professional visiting artist, puppets

Outdoor learning as much as possible

What is close to our hearts? And what do we want to achieve

Providing wider experiences, improving life experiences, nurturing our children, confidence building and providing stability

Caring for the environment, promoting eco and valuing the great outdoors

Importance of values

Aspiration – encouraging our children that they can steer in any direction they choose

Why have we got the curriculum we've got?

To broaden experiences

To provide a deeper understanding of different skills within our topics

To improve our cross curricular links and develop a skills based curriculum

To develop our arts provision

To increase awareness of environmental and world issues and our own impact on the bigger picture.

To encourage children to be critical thinkers with high aspirations and to be passionate about the world we live in

What drives our curriculum?

Giving children more opportunities

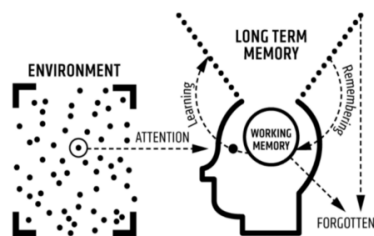
Making learning irresistible – sparking the interest, enthusiasm and curiosity in our children

Providing a 'launch experience' and planning an end product or project
Passion for environment and the arts

Improving working memory and helping children remember more in the long term at Pinewood

We work hard at Pinewood as teachers to understand how memory works and include practical and learning strategies in our teaching to support children's working and long term memory. We understand that children differ in their working memory capacity and that this can be affected by factors outside of our control. Our aim is to ensure we do not present information to children or expect their conduct in tasks that will lead to cognitive overload. We also support children's retention through the use of dual coding and graphic organisers. Retrieval practice and spaced practice is beginning to be used more effectively in school to support the committing of things learned to long term memory. Knowledge organisers are also used to focus children into their learning and as a retrieval tool in Y2 where appropriate.

Memory at Pinewood



By revisiting what we have learnt in our working memory we are committing it to our long term memory.

To develop memory skills we want to 'lock learning into the long term memory'.

We do this by using a range of these strategies :

- Dual coding – using a combination of pictures and text
- Worked examples – modelling and using concrete examples to work through with children
- Retrieval practice – practicing recalling previous learning
- Spaced practice – revisiting previous learning at a later date
- Interleaving – switching between ideas and topics as we learn
- Elaboration – explaining and describing ideas/ methods with more detail

Planning

We have a long term framework for each year group and medium term half termly plans in place. Subject leaders and the EYFS lead oversee the planning and it is submitted to the HT at various points throughout the year.

Plans are based upon previous assessment data, pupil need and subject expectation. Curriculum time can be planned as continuous study throughout the term, or as blocks of study. We plan for the key skills and knowledge across all areas of the curriculum. We also plan in year groups to support each other and share expertise.

Subject leaders are responsible for checking long and medium term planning in their subject. Senior leaders are responsible for continuity and progression in the curriculum and the practice of agreed school strategies for teaching and learning in their key stages. The Head Teacher and SLT also ensures, during monitoring, that teaching in all classes is in line with agreed school policies.

Short-term planning is evaluated as part of the Head Teacher/SLT's/subject leaders general observation of teaching. Monitoring of short term planning takes place to develop and refine as necessary.

KS1

Classes consist of 2x Year 1 classes and 2 x Year 2 classes. We do not have mixed year group classes at Pinewood. We endeavour to ensure that all classes consist of children with equal ranges of gender, age and ability. Children may work in ability groups or social groups depending upon the teaching strategies being used. Lessons usually start with a whole class input and then smaller focused group work with all the children working on similar tasks or tasks appropriate to their ability. Play based learning will still be accessed in KS1 in terms of small world play and play based activities on the outside undercover decking.

Foundation Stage

Both FS1 and FS2 offer our youngest children opportunities to experience a wide range of resources and activities in a safe, secure environment. The units are organised into activity areas based such as craft, construction or role play areas. Children are encouraged and supported to access the resources they need for their play. To ensure that we meet the needs of all learners a range of strategies are used to promote effective teaching and learning such as:

- A balance between child-initiated and adult-led activities
- Opportunities for uninterrupted play
- Adults intervening in play at appropriate moments in order to move learning forward

- Adults will use the principles of 'Let's Interact' in their interactions with children and will refresh the training biannually
- Drawing upon the ideas and experiences of the children
- Variety of groupings
- Short daily focus sessions which are differentiated according to the ability of each small group
- Whole class inputs are kept to a minimum in both frequency and length
- Learning provision outside has clear learning intentions and teachers ensure all practitioners are clear how to challenge pupils in different activities
- Free flow learning takes place inside and outside the classroom.
- Phonics is taught by ability

Towards the end of the EYFS the children are prepared for increasing amounts of whole class teaching and independent/supported group work in order to prepare them for the KS1 curriculum.

Teaching Strategies

Each of us is unique in the way we experience life and respond to events. There are as many different ways of learning as there are children in our classroom. All children are individual and learn in different ways. We must try to cater for the needs of each child so that the opportunity is given for potential to be met. We are flexible in our approach to teaching and learning – there is no one set way of doing things but teachers will use their professional judgment to ensure the best outcomes for children. TAs will be used creatively and their support maximised at every point throughout the school day.

- All children will be aware of lesson objectives, what the teacher is looking for and their personal targets
- Some sessions will be run in a whole class group, some in smaller groups
- Children are encouraged to work in different groupings, sometimes ability set, sometimes mixed groupings, sometimes paired and sometimes independently
- Some children will be identified as having further targeted support either from the TA or the teacher.
- All teachers assess the learning that has taken place in a session
- All lessons also have a pace that motivates children, fully engages them and ensures challenge and high progress levels
- Speaking and listening plays a big part in all our lessons at Pinewood along with the use of response partners.
- Topic Teaching (see curriculum section)
- IWB use- All learning areas Interactive White Boards are used. They impact on learning in that children are engaged and motivated to learn from them. Children are also allowed to use them to support their own learning in independent learning times.
- Use of Outside Areas - The school has outside areas which are continually being improved and developed for use with the children. Play equipment provides opportunities for the children to develop co-ordination, co-operation, problem-solving skills and taking risks. The playground has been developed with markings and basketball and football nets and these provide enjoyable, team building experiences for the children. The double decker bus promotes reading for pleasure and the outdoor woodland areas encourage children to engage with nature.
- Themed whole school/KS Weeks/ days- Throughout the school year we plan in various themed weeks/ days which are designed to engage the children's learning in a variety of ways e.g. George and the Dragon National Gallery, author day, anti-bullying, e-safety
- Role-Play - The use of role-play impacts tremendously on the engagement of all children and is used in the EYFS and undercover area in KS1. Small world play is available in each class. Foundation Stage - In the Foundation Stage children have access to roleplay areas at all times and children are encouraged to carry out specific tasks so that learning is directed. Sometimes there is no directed task and children are able to investigate imaginatively.
Key Stage 1 - Children have access to small world areas during learning and independent times. Activities are related to other learning that is taking place within the learning area.
- Off Site Visits - Each class should have one off site visit/visitor in school per half term as we believe greatly that this enrichment and experience gives them a reason to write and improves attainment. Each off site visit is carefully planned so that teachers and children become involved in the learning and it is a shared experience that can then be used for talk, questioning and writing back in school.
- Visitors in School - We encourage many visitors to come into school and share experiences and learning with the children. Each class should aim to have 1 visitor per term.
- We use active learning and movement throughout the day and cross lateral brain gym exercises to aid learning. We also play music to energise or calm at different times of the day and have regular brain breaks including water breaks.
- We frequently review learning and information and make lessons as multi-sensory as possible
- We make connections between school and home through seesaw, the website, termly expectation booklets and frequent informal chat through our open door policy.

- We ensure an enriched inside and outside learning environment which includes ensuring there is enough natural light as possible in classrooms, plants throughout school, displays for a variety of purposes (celebrate, challenge, inform).

In all lessons, positive learning behaviours will be rewarded with praise/tickets and we reward children showing the school values in school.

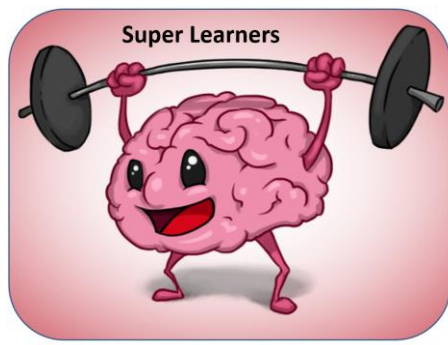
How children learn can be broadly categorised into three main types; visual, auditory and kinaesthetic. We aim to use a range of teaching strategies to try and match, support and extend children's learning. The strategies used in our school are:

- Whole class direct teaching
- group teaching
- Individual teaching
- Open questions
- Closed questions
- Practical activities
- Exposition/ modelling
- Investigative
- Interactive

We aim to make children independent learners by:

- Providing easy access to resources
- Modelling
- Providing opportunities for child initiated activities
- Setting up of consistent simple routines and systems
- Ensuring work is appropriately levelled
- Giving children classroom management responsibilities
- Motivating and increasing confidence
- Developing problem solving techniques
- Interpreting failure in a secure environment as developmental
- Teaching coping strategies
- Issuing a weekly class VIP award


We promote a learning ethos by:



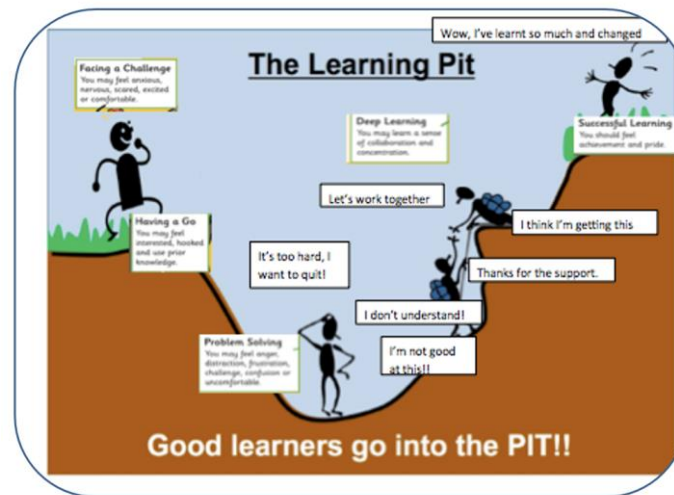
- Developing a collaborative learning culture
- Promoting a "have a go" culture and seeing mistakes as an essential part of the learning process
- Provide super learner prompts in every classroom
- Promoting a learning dialogue in every classroom by using the language of learning and modelling the learning process
- Sharing the learning objective and success criteria with the children at the start of the lesson
- Teaching children to evaluate their own learning and recognise success
- Using a variety of questions to challenge children's thinking and to help them make meaningful links across areas of their learning
- Explaining the principles of the learning pit

We are Super Cat Learners!!

- We **listen** to what we have to do
- We **work hard**
- We try and be **independent**
- We **keep trying** and never give up
- We love a **challenge!**
- We make **mistakes** and learn from them
- We **ask for help** if we get really stuck
- We learn from our **friends**
- We can sometimes **help others**
- We listen and act on **feedback**
- We can always **do better!**
- We are **proud** of ourselves



We talk about the learning pit with the children from F2 upwards



Differentiation

So that we always have the highest possible expectations of individual learners and so they can demonstrate what they can do, understand and achieve, teachers will differentiate the curriculum according to individual needs by:

- Pace
- Content
- Task
- Resources
- Extension
- Autonomy
- Outcome
- Teacher/adult support.

Differentiated tasks will be detailed in weekly planning. Learning objectives will be specified for all differentiated teaching and reference will be made in weekly plans to Individual Education Plans where appropriate.

Pupils with special educational needs (including gifted and talented children) receive support provided by a learning support teacher, 1:1 Tuition or small group work. Extra support is given in the classroom from learning support assistants. Additionally, advice is sought from relevant external support agencies when and where the need demands it.

Organisation and Display

All areas of the learning environment will be planned for, including, where appropriate, the outside areas, in order to ensure opportunities for a range of practical activities, which will develop appropriate knowledge, skills and understanding.

The classroom will be organised to facilitate learning and the development of independence. For example:

- Resources in each area will be grouped according to curriculum subject and labelled where needed
- Book corners will be comfortable and attractive and will store the correct books for the year group in an attractive and inviting way
- Classrooms will be free from clutter
- Labels and posters should be used wherever possible/appropriate to reflect the language diversity in the school
- Areas for imaginative play will change regularly, in order to give opportunities for a range of play and role-play which will contribute to learning in a purposeful manner
- Pupils will be involved in the maintenance and care of all equipment and resources
- Classrooms provide a stimulating and purposeful learning environment, including thought provoking and stimulating displays
- Working walls are evident for English and Maths and are an interactive resource to support children throughout their lessons
- Literacy – All classrooms display spellings/key words, Super Sid Spelling Strategies, Talk for Writing symbols, Marking symbols
- Maths walls are differentiated by year group
- Signs and symbols are used throughout the school to show children the learning that is happening throughout the day
- What we are learning information goes to parents

Excellence is celebrated in display and performance. School events such as performances and assemblies are seen as opportunities for all pupils to demonstrate their own best performance. Pupils are encouraged to believe that any exhibited work (performance or display) should represent their highest standards of personal achievement. 'Star of the Week' awards are given weekly to celebrate individual academic or behavioural achievement. 'Head Teacher Awards' are given where appropriate and the midday staff also award good behaviour at lunchtimes.

The use of TAs

We benefit from the talent and ability of experienced TAs at Pinewood who work in partnership with teaching staff to ensure the best outcomes for children. Teaching assistants assist the class teacher in liaison with parents, assessment, preparation of lessons, targeted group work, phonics delivery, targeted interventions, pre and post teaching activities and general classroom support. Some also cover teacher's PPA (Planning, Preparation and Assessment time). Some TAs support with interventions in breakfast club and some run after school clubs. Every second is maximised by TAs in order to support pupil outcomes.

How is the Curriculum Assessed? – See Assessment Policy

How is Teaching and Learning Monitored?

Leaders within the school will also ensure that all teaching staff are up to date with current practices through Appraisal and regular CPD regarding teaching and learning. Subject Leaders have a responsibility to their subject to ensure that there is coverage of the curriculum and skills throughout the school. This is particularly important due to the creative and cross-curricular way that subjects are planned for and taught. Curriculum Leaders also provide support and ideas for other members of staff. In carrying out their professional duties the teacher is expected to follow and meet the teacher standards (appendix 4a) and subject leaders to follow the standards for subject leaders (appendix 4f).

The head teacher and SLT will ensure this policy is implemented through regular monitoring throughout the school year (please see quality assurance calendar). This will take the form of:

- Frequent informal visits to the classrooms (continual)
- Organised lesson observations and drop ins (1 drop in one organised lesson obs each term completed in pairs where possible)
- Learning walks (termly)
- Book scrutinies (termly)
- Pupil progress meetings (Half termly)
- Moderation sessions (Termly)
- Pupil interviews (where appropriate)

The standard of teaching and learning is determined by triangulating lesson observations, book scrutiny findings and pupil progress data.

Subject/phase leaders are responsible for monitoring whether planning is completed to a high standard. Lesson studies take place to support the teaching for learning. This allows teachers to share and discuss their lessons and takes into account pupil's views of their learning and how they are taught. Teachers reflect and build on their ability to engage children through excellent lesson design and to improve teaching for learning. Members of the leadership team may drop in to observe lessons and the progress the pupils are making at any point in the school day.

The role of the governing body in monitoring at Pinewood

Although the governing body does not formally monitor teaching, as part of the fulfilment of their role, governors may observe lessons and see at first hand the teaching and learning of the school. Governors do not write lesson observation reports. Their role in monitoring teaching is to ensure that the school's policies for monitoring teaching are carried out effectively.

The Head Teacher/Deputy Head Teacher:

- Arranges the overall programme and timetable of monitoring and evaluation each year
- Provides resources to enable monitoring to take place
- Evaluates the implementation of the monitoring programme
- Participates in monitoring attainment and progress through work analysis
- Ensures planning is effectively monitored
- Undertakes general observation of teaching
- Undertakes focused observation of teaching, when appropriate
- Holds formal and informal discussions with teachers, pupils, parents and governors, Subject Leaders and SLT
- Provides a monitoring report for governors
- Implements CPD plans Quickly and effectively where needed
- Completes a 4 week check to determine actions points have been acted upon

Review by: Rachel Otter

Last reviewed: January 2022

Review: January 2023