

Soham Village College

Policies for BTEC Qualifications Entry Level 3 to Level 2 2023-2024

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BTEC Appeals Policy



The aims of this policy are:

- To enable the learner to enquire, question or appeal against an assessment decision
- To attempt to reach agreement between the learner and the assessor at the earliest opportunity
- To standardise and record any appeal to ensure openness and fairness
- To facilitate a learner's ultimate right of appeal to the awarding body, where appropriate
- Report serious malpractice concerns to the awarding body immediately

In order to protect the interests of all learners and the integrity of the qualification Soham Village College will:

- Inform the learner at induction, of the Appeals Policy and procedure
- Record, track and validate any appeal
- Forward the appeal to the awarding body when a learner considers that a decision continues to disadvantage her/him after the internal appeals process has been exhausted
- Keep appeals records for inspection by the awarding body for a minimum of 18 months
- Have a staged appeals procedure
- Will take appropriate action to protect the interests of other learners and the integrity of the qualification, when the outcome of an appeal questions the validity of other results
- Monitor appeals to inform quality improvement
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Appeals procedure stages:

Stage 1 – Informal

Following on from the assessment decision being given to the student, the student has **7 days** to appeal with the assessor, if they are unhappy with the assessment

decision. If the decision remains unresolved then the student will be asked to complete a student appeal form with their tutor for the matter to progress to stage two. The Quality Nominee should also be informed.

Stage 2 - Review

The Quality Nominee must complete the review of the assessment mark **within 14 days** from receiving the appeal. The assessment decision will be reviewed by the assessor and the internal verifier and the student will then be advised of the outcome. The student must confirm in writing that they agree or disagree with the decision. If the decision remains unresolved then the appeal would need to move to stage 3.


Stage 3 – Appeal Hearing

The hearing must take place within 14 days of receiving the outcome of the review. The Quality Nominee will organise all paperwork and arrange for a member of the senior leadership team to hear the appeal. Parents/carers will be informed of the meeting so that they can attend. If unresolved the process progresses to stage four.

Stage 4 – External Appeal

The grounds for appeal and all supporting paperwork and documents will be sent to Edexcel and the final decision will remain with them.

This policy will be reviewed every 12 months by Quality Nominee & Soham Village College Advisory Body

Signature Quality Nominee: 	Review date: October 2024
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BTEC Assessment Malpractice Policy



The aims of this policy are:

- To identify and minimise the risk of malpractice by staff or learners
- To respond to any incident of alleged malpractice promptly and objectively
- To standardise and record any investigation of malpractice to ensure openness and fairness
- To impose appropriate penalties and/or sanctions on learners or staff where incidents (or attempted incidents) of malpractice are proven
- To protect the integrity of Soham Village College and BTEC qualifications

In order to do this, Soham Village College will:

- Seek to avoid potential malpractice by using the induction period and individual course student handbooks to inform learners of Soham Village College's policy on malpractice and the penalties for attempted and actual incidents of malpractice
- Show learners the appropriate formats to record cited texts and other materials or information sources
- Ask learners to declare that their work is their own when the assessment record sheet is completed
- Ask learners to provide evidence that they have interpreted and synthesised appropriate information and acknowledged any sources used
- Conduct an investigation in a form commensurate with the nature of the malpractice allegation. Such an investigation will be supported by the Head of Centre and all personnel linked to the allegation. It will proceed through the following stages:
 1. Discussion between student and assessor
 2. The Lead Internal Verifier and Quality Nominee investigate malpractice and if proven recommend penalties/sanctions
 3. The Head of Centre ratifies decision
 4. Final appeal to the Head of Centre who will check that the appeal process has been thorough, fair and in accordance with the Exam Board Guidelines

- Make the individual fully aware at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences should malpractice be proven
- Give the individual the opportunity to respond to the allegations made
- Inform the individual of the avenues for appealing against any judgment made
- Document all stages of any investigation

Where malpractice is proven, this centre will apply the following penalties / sanctions:

1. Refuse to issue or withdraw certificates from students concerned
2. Withdraw a member of staff from the BTEC Team
3. Withdraw a full programme from the list of BTEC subjects offered

Definition of Malpractice by Learners

This list is not exhaustive and other instances of malpractice may be considered by Soham Village College at its discretion:

- plagiarism of any nature (including the use of ICT to aid copying)
- collusion by working collaboratively with other learners to produce work that is submitted as individual learner work
- deliberate destruction of another's work
- fabrication of results or evidence
- false declaration of authenticity in relation to the contents of a portfolio or coursework
- impersonation by pretending to be someone else in order to produce the work for another or arranging for another to take one's place in an assessment/examination/test

Definition of Malpractice by Centre Staff

This list is not exhaustive and other instances of malpractice may be considered by Soham Village College at its discretion:

- improper assistance to candidates

- inventing or changing marks for internally assessed work (coursework or portfolio evidence) where there is insufficient evidence of the candidates' achievement to justify the marks given or assessment decisions made
- failure to keep candidate coursework or portfolios of evidence secure
- inappropriate retention of certificates
- assisting learners in the production of work for assessment, where the support has the potential to influence the outcomes of assessment, for example where the assistance involves Soham Village College staff producing work for the learner
- producing falsified witness statements, for example for evidence the learner has not generated
- allowing evidence, which is known by the staff member not to be the learner's own, to be included in a learner's assignment/task/portfolio/coursework
- facilitating and allowing impersonation
- misusing the conditions for special learner requirements, for example where learners are permitted support, such as an amanuensis, this is permissible up to the point where the support has the potential to influence the outcome of the assessment
- falsifying records/certificates, for example by alteration, substitution, or by fraud
- fraudulent certificate claims, that is claiming for a certificate prior to the learner completing all the requirements of assessment

Artificial Intelligence (AI)

AI is the use of AI tools to help with information and content gathering which might be used to produce work for assessments, which lead to a final qualification. **The use of AI tools constitutes malpractice.**

According to the JCQ examples of AI misuse include, but are not limited to, the following:


- Copy or paraphrasing sections of AI-generated content so that the work is no longer the learner's own
- Copying or paraphrasing whole responses of AI-generated content
- Using AI to complete parts of the assessment so that the work does not reflect the learner's own work, analysis, evaluation of calculations
- Failing to acknowledge use of AI tools when they have been used as a source of information
- Incomplete or poor acknowledgement of AI tools

- Submitting work with intentionally incomplete or misleading references or bibliographies

In order to do this, Soham Village College will:

- Explain to learners the importance of the work being their own and the dangers of AI use
- Review our malpractice policy each year and update with any changes that have been identified by centre or countrywide experiences
- Ensure that assessors are familiar with AI tools and the risks they carry
- Remind learners of what constitutes malpractice during the course of their assessment preparations
- Reinforce to learners the importance and significance of their declarations at the end of each piece of assessment
- Regularly liaise with our ICT department to make sure the necessary security protocols are in place

This policy will be reviewed every 12 months by Quality Nominee & Soham Village College Advisory Body

Signature Quality Nominee: 	Review date: October 2024
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Assessment Policy



*This policy covers Work Based Learning (WBL) BTECs covered in the Foundation Learning Tier, **NOT Tech Awards for 2022 onwards.***

The aims of this policy are:

- To ensure that assessment methodology is valid, reliable and does not disadvantage or advantage any group of learners or individuals
- To ensure that the assessment procedure is open, fair and free from bias and to national standards
- To ensure that there is accurate and detailed recording of assessment decisions

In order to do this, Soham Village College will:

- Ensure that learners are provided with assignments that are fit for purpose, to enable them to produce appropriate evidence for assessment
- Assess learner's evidence using only the published assessment and grading criteria
- Ensure that assessment decisions are impartial, valid and reliable
- Develop assessment procedures that will minimise opportunity for malpractice
- Maintain accurate and detailed records of assessment decisions
- Maintain a robust and rigorous internal verification procedure, in line with national standards and guidelines
- Provide samples for Standards Verification as required by the awarding body
- Monitor standards verification reports and undertake any remedial action required
- Share good assessment practice between all BTEC programme teams
- Ensure that the BTEC assessment methodology and the role of the assessor and Lead Internal Verifier are understood by all BTEC staff
- Provide resources to ensure that assessment can be performed accurately and appropriately
- Assessment procedures must clearly identify dates for summative assessment of each assignment

- **ASSESSMENT FEEDBACK**, which is generic and does not give any guidance or support on the assignment is permitted. This will give students what they have achieved and what needs to be done in the future
- It is recognised that it is good practice to make annotations on learner work during feedback of the assessment decision. This supports the evidence towards specific assessment criteria. However, the annotations **do not** constitute confirmation of the achievement of the specific assessment criteria. Confirmation of achievement is recorded on the Assessment Record **only**
- Internal verification of assessment decisions must take place within **15 working days** of each decision being made and should be reflected in the assessment plan
- The Quality Nominee will update the assessors and other staff with any new assessment guidelines, however, the assessor should also keep checking for any updates.

Assessment criteria:

- The assessment criteria determine the **minimum** standard required. The learners' final piece of work needs to show evidence that they have done enough to achieve the grade

Assessment guidance:

- The assessment guidance gives examples of the quality of work needed to differentiate the standard of work submitted. It also offers suggestions for creative and innovative ways in which learners can produce evidence to meet the criteria. The guidance highlights the approaches and strategies for developing appropriate evidence
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Resubmission of Evidence:

- Learners are eligible for **one** resubmission per submitted assignment
- The Lead Internal Verifier is the only person authorised to confirm that a resubmission of evidence is permitted or the Quality Nominee if the Lead IV is not able to do so
- The QN must be consulted if there is any doubt in the mind of the Lead Internal Verifier
- The QN must be informed of all agreed resubmissions
- The piece of work being returned to a learner for resubmission **must** be completed **15 working days** of the same academic year and **must not** span a school holiday. This **must** be reflected in the assessment plan.

A resubmission can only be authorised if the **all** of the following criteria are met:

- ✓ The learner has met the initial deadlines set in the assignment, or has met an agreed deadline extension

- ✓ The learner has correctly authenticated their evidence
- ✓ The **Assessor** believes that the learner will be able to produce improved evidence without further guidance
- ✓ The **Assessor** has authenticated the evidence submitted for assessment


Centre specific policy additions:

- The following qualifications require an Assessment Plan to be produced for each cohort:
 - BTEC Level 1 Introductory Certificate in Vocational Studies
 - BTEC Level 1 Introductory Certificate in Health and Social Care
 - BTEC Level 1 Introductory Certificate in Hospitality and Tourism
 - BTEC Entry Level 3 Certificate in Entry to Vocational Study
 - BTEC Entry Level 1 Award in Pre-vocational study **NEW IN 2023**
- Simple Assessment Plans are required in order for the Quality Assurance and assessment registration purposes for the following qualifications:
 - BTEC Level 1/2 Tech Award (2022) in Health and Social Care
 - BTEC Level 1/2 Tech Award (2022) in Digital Information Technology
 - BTEC Level 1/2 Tech Award (2022) in Sport
- The need for a detailed Assessment Plan is outlined by the QN at the beginning of the new academic year. Each Lead IV, liaising with their delivery staff will produce the Assessment Plan. If the Lead IV is not also the assessor they can authorise the assessment plan. If the Lead IV is also an assessor, then the assessment plan is authorised by the QN.
- In order to have a good overview of each qualification studied at the centre, the QN requests a copy of each assessment plan.
- Assessment plans are an organic document, therefore they will by their nature change according to the needs of individual cohorts and courses. Each time a change is made to the assessment plan, this must be again authorized in the manner outlined above.
- Where provided, authorized assignment briefs are used for all internal assessments. If required these are amended to meet the needs of the individual cohort, however, it is highly recommended that these are not strayed from.
- Assignment briefs are authorized for issue by the Lead IV of each subject area, however, if the Lead IV is also an assessor, then the assignment brief is submitted to the QN for authorisation. At each stage the person responsible for authorising the assignment brief should check that issue and submission

dates are accurate and within the guidance provided in this assessment policy.

- If required by the nature of the assignment, then the Pearson assessment checking service is used.
- Following on from the IV process of the assignment briefs, students are handed their assignment brief. The deadlines and task are clearly explained and students. Parents/carers at this point will also be informed if it is considered necessary for the learners' success.
- Assignment briefs are verified annually. Changes to assignment briefs are made if this is deemed necessary due to different circumstances or differing needs of the cohorts.
- All assessors have access to sample marked work and are encouraged to use it in their assessment of student work.
- Assessment results are recorded on Go4Schools, which is an Internet based, secure tracking system. Assessment records are stored for up to 5 years on Go4Schools. .
- All assessors have a meeting with their Lead IV during the first half-term to ensure they have looked at standardisation materials and carried out standardisation exercises.
- Once students have completed and submitted their work, assessors will mark it and the work will be IV'd in line with Pearson and centre policies. Standardisation discussions then take place before work is handed back to students.
- All Lead IV's are encouraged to make the most of the feedback section for assessors. This informs the assessor if there is any need for further training.
- The QN will sample all work across all qualifications during the course of the year to make sure that standards are being met. Feedback will be given to individual assessors and if there are any areas for development, the necessary CPD will be put in place. It may be necessary to for a specific target for BTEC included in an assessor's appraisal portfolio.
- All departments produce a learner handbook detailing a 'learner friendly' version of the policies, as well as any individual subject specific guidance on how the assessment process works

This policy will be reviewed every 12 months by Quality Nominee & Soham Village College Advisory Body

Signature Quality Nominee: 	Review date: October 2024
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BTEC Internal Verification Policy



The aims of this policy are:

- To ensure there is an accredited lead internal verifier in each principal subject area
- To ensure that internal verification is valid, reliable and covers all assessors and programme activity
- To ensure that the internal verification procedure is open, fair and free from bias
- To ensure that there is accurate and detailed recording of internal verification decisions

In order to do this, Soham Village College will ensure that:

- A lead internal verifier for each principal subject area is accredited by Edexcel via the successful completion of an online standardisation exercise and this is to be disseminated to other assessors in the team
- Each lead internal verifier oversees effective internal verification systems within each principal subject area
- Staff are briefed and trained in the requirements for current internal verification procedures
- Effective internal verification roles are defined, maintained and supported
- Internal verification is promoted as a developmental process between staff
- Standardised internal verification documentation is provided and used
- All centre assessment instruments are verified as fit for purpose
- An annual internal verification schedule, linked to assessment plans, is in place
- An appropriately structured sample of assessment from all programmes, sites and teams is internally verified, to ensure centre programmes conform to national standards and standards verification requirements
- During the lifetime of the programme, internal verification of Assessor decisions must cover every Assessor, every unit/component and learner work from every assignment
- Secure records of all internal verification activity are maintained

- The outcome of internal verification is used to enhance future assessment practice.
- The Quality Nominee to oversee the standards of Internal Verification, by regularly sampling student work from across the suite of BTEC qualifications

Centre specific policy additions:


- At the beginning of each academic year the QN will present each subject lead with the latest centre specific BTEC Policies. These policies are produced by the QN, having consulted any changes from Pearson. The policies are then sent to the centre's advisory body for formal assent.
- Under normal circumstances a meeting is held at the beginning of the academic year with all Lead IVs/subject leads. At this meeting the QN would share the updated policies with the team, as well as any further updates regarding internal verification.
- Internal Verification of assignment briefs is carried out according to the assessment plan. These are carried out in a timely fashion before the issuing of the assignment brief to the learners. If any amendments are required then these will need to be done within 24 hours so that there is no delay to the learners being issued with their assignment brief, following on from a re-verification.
- Following the assessment plan for the internal verification of assessment decisions is a vital part of the process and must be done in a timely manner. The internal verification of assessment decisions must be carried out within 15 working days of the assessment decision being given, this is a maximum length of time. Where practicable the centre encourages the internal verification of assessment decisions to be done in under 15 working days, but individual workloads are taken into consideration.
- For all Internal Verification of assessment decisions, Soham Village College uses the Pearson templates for decisions.
- All feedback from the Internal Verification process is constructive and allows for the development of the individual assessor. If there is a cause for concern, then further sampling of assessment decisions will be carried out and if necessary the QN involved.
- The QN, when not directly involved in the internal verification, will sample all IV'ing of assessment decisions.
- Under normal circumstances termly meetings take place where best practice is shared and any concerns raised about individual assessors.

- Soham Village College uses the Pearson assessment plan to make certain that all internal verification dates are adhered to and these are regularly reviewed and checked by the QN.
- The QN will sample all assessor work during the course of an academic year. If there is a new programme or a new assessor then the QN and relevant Lead Ivs will complete an enhanced sample of work, to make certain that assessment policies are being met and that the assessor has a good understanding of the assessment criteria.
- All paperwork, whether completed electronically or on hard copy is kept for 3 years.

Tech Awards from September 2022 onwards

- The new BTEC Tech Awards do not require an Internal Verification process as has been done for legacy BTECs or for the Work Based Learning.
- All new Tech Awards will be assessed using the Pearson Set Assessments (PSA), which will be released at set points during the academic year.
- Internal Standardisation will be required for all Tech Awards at Soham Village College, as this ensures the Quality Assurance process is robust and any training needs can be easily identified.
- The Internal Standardisation process must take place in a timely manner **BEFORE** marks are uploaded prior to the moderation process beginning. The QN must be informed when the Standardisation has taken place and will sample assessments and Record Sheets as part of the Quality Assurance. All Internal Standardisation must use The Soham Village College Internal Standardisation Record Sheet, which will be circulated to all assessors at the start of every academic year.
- Once marks have been submitted this will indicate to Pearson that Internal Standardisation has taken place.
- **Moderation** will take place as per the awarding body's guidance.

This policy will be reviewed every 12 months by Quality Nominee & Soham Village College Advisory Body

Signature Quality Nominee: 	Review date: October 2024
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BTEC Registration & Certification Policy



The aims of this policy are:

- To register individual learners to the correct programme within agreed timescales
- To claim valid learner certificates within agreed timescales
- To construct a secure, accurate and accessible audit trail to ensure that individual learner registration and certification claims can be tracked to the certificate which is issued for each learner

In order to do this, Soham Village College will:

- Register each learner within the awarding body requirements
- Enter learners for each Pearson Set Assignment within the awarding body requirements
- Provide a mechanism for programme teams to check the accuracy of learner registrations
- Make each learner aware of their registration status
- Inform the awarding body of withdrawals, transfers or changes to learner details
- Ensure that certificate claims are timely and based solely on internally verified assessment records
- Audit certificate claims made to the awarding body
- Audit the certificates received from the awarding body to ensure accuracy and completeness
- Keep all records safely and securely for three years post certification
- In the event of a government mandated school closure, Soham Village College will follow Pearson guidelines on the awarding of student grades
- The verification of student results in the event of a government mandates school closure will be completed in line with Pearson guidelines and will involve checks being made by the Internal Verifier, the Head of the individual department, the Quality Nominee and the Head of Centre alongside the Exams Officer

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Centre specific additions to the policy:



- Learners wishing to study BTEC subjects at KS4 will have expressed their interest in the summer term of year 9, as part of Soham Village College's options process. Learners will have been made aware of the requirements of the courses and the positive impact they can have on their future.
- Learners who are studying BTECs as part of the KS4 Foundation Learning Tier (FLT) offer, will have been spoken to separately, as this is an "invitation only" option, specifically designed to meet the needs of learners with SEND and other SEMH needs.
- At the beginning of each academic year, the Exams Officer (EO) will meet with the Quality Nominee (QN) to conduct a final check to confirm the BTEC qualifications that are being taught in that academic year.
- Learners begin their studies in the September of year 10. The EO will check with Pearson's latest deadlines for the registering of students. Once this date has been established, the EO will have a list of expected learners taken from SIMS/Go4Schools. This list will be circulated to the relevant subject leads and will be signed and dated by them. This signed list is then used by the EO to register the students.
- Learners are informed by the relevant subject leads/assessors that they have been registered for their particular course.
- The EO will have a definitive list of the withdrawal dates for any learners who may need to be withdrawn. Learners requiring such an intervention will be identified by their class teacher, this is then flagged up to the Lead IV of the subject, who then informs their line manager and the QN. The Head of Centre and Assistant Head in charge of curriculum will then make the final decision on whether to withdraw a learner. The learner and their parents/carer will be informed of the decision-making process.
- In the event of a transfer being required, the EO will liaise directly with the QN, the Head of Centre and the Assistant Head in charge of curriculum to identify any transfers.
- In the event of any late registrations, the above processes will be observed. If a late registration fee is required, this will need to be approved by the Assistant Head in charge of curriculum. Late registrations however are a rare occurrence, as student details are all verified and the addition of a new learner into a course is not ideal, as work will have been missed and in some cases, it will be impossible for them to catch up.
- Following robust internal verification/standardisation and in some cases external standards verification/moderation, Lead IVs are informed by the QN, after consultation with the EO, of the date by which all learners must have work completed and grades awarded recorded on Go4Schools. This date usually falls at the end of June in order to facilitate the uploaded of results

onto Ed Excel Online (EOL) before the Pearson deadline at the beginning of July.

- All Lead IVs will finalise their learners for certification lists. On a given date in June, the QN, Lead Assessor/IV and EO will meet. The Lead IV/Assessor and EO will check each student entry as it is read out to the QN for entering onto EOL. At every stage spellings are checked, as are the student numbers and units they are being entered for. Once certification for each learner has been entered, the entry is verified by the QN, EO and lead IV/assessor. The reports are then printed off and kept by the EO, the QN and the lead IV/Assessor.
- Certificates arrive during the course of July and August. All learner certificates are stored with the EO in a secure filing cabinet in the EO's office. Once the certificates have arrived, the EO photocopies the certificates, which are placed in student results envelopes. The originals are stored securely and distributed with GCSE certificates in November. Non-KS4 certificates are distributed to learners in the September following certification.
- Once certificates have arrived in school and before secure storage, the EO checks the certificates against the name and claim for that learner.
- If it is felt that a learner has not reached their full potential for an externally assessed element or has failed to gain a pass grade, then the lead for the BTEC subject, in consultation with the QN, EO and Assistant Head in charge of curriculum, the learner will have the opportunity to re-sit.
- Learner work must be retained for 12 weeks after receipt of certificates
- Assessment documentation must be retained for a **minimum of three years**

This policy will be reviewed every 12 months by

Quality Nominee, Exams Officer and Soham Village College Advisory Body

Signature (QN): 	Review date: October 2024
Signature (EO): 	

BTEC Blended Learning Policy




The aims of this policy are:

- To ensure that blended learning delivery meets the guidelines set out by the awarding body (Pearson)
- To ensure that assessment methodology is valid, reliable and does not disadvantage any group or individual learners

In order to do this, Soham Village College will:

- Ensure that teaching staff are timetabled to support blended learning when learners are working remotely
- Ensure that, in line with the school's remote learning policy, student work will be uploaded onto Google Classroom, where students will have access to all the necessary assignments
- Ensure that in the event of a partial closure or temporary closure, assessment plans will be amended to reflect this
- Ensure that Google Classroom is the platform for providing feedback on assignments to learners and provided in a timely manner
- Ensure that Google Classroom and student email will enable learners to contact teaching staff to ask questions, which will be replied to in a timely manner
- Ensure that assignments are set in face-to-face sessions and that deadlines are clear
- Ensure that when learners submit work measures are taken to ensure the work is authentic and has been completed by the learner
- Maintain and store securely all assessment and internal verification records in accordance with Pearson Centre Agreement
- Ensure in the event of a partial or total closure that students have remote lessons and contact with their teacher once a week

This policy will be reviewed every 12 months by Quality Nominee & Soham Village College Advisory Body

Signature Quality Nominee: 	Review date: October 2024
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FLT Homework Policy



The aims of this policy are:

- To foster a habit of self-discipline where students see the need to continue their studies out of school hours
- To encourage students to work independently, in some cases pursuing their own individual line of enquiry
- To set homework which enhances learning and therefore is not set for the sake of it

The nature of the homework:


- The homework will take various forms which will include revision or learning for an external exam or assessment
- The homework is likely to be based around research and problem solving, which will enable students to work independently for their BTEC internally assessed units of work
- Homework will not, under normal circumstances, involve the completion of work started in class
- Students are strongly encouraged to use B12 at break and lunchtime to complete homework where members of staff are there to support them
- Students may be given an extended piece of project work over a longer period of time, all of which will be directly relevant to their unit of work in their BTEC subject areas
- The homework will be set at a time it fits with the units of work being studied. This is likely to be once per half-term and may form part of a unit assessment

Recording and communication of homework

- Homework will be recorded on Go4Schools as per the school's homework policy
- Homework will be recorded in the student planner
- If parents request or members of teaching staff deem it necessary, parents will be contacted direct about any homework set

This policy will be reviewed every 12 months by

- **Quality Nominee, Head of BTEC subject area (where applicable)**

Signature (QN) 	Review date: October 2024
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Other policies that BTEC staff need to be aware of:

- Equality
- Safeguarding & Child Protection
- Health and Safety

These policies can be found on the website of the [Staploe Education Trust](#)