



INDEPENDENT SCHOOL

Standard Review Policy

Policy Owner: Sandeep Athwal

Full Name	Position	Signature	Date	Review Cycle
Sandeep Athwal	Director		V1 – 01/01/2024 V2 - 02/01/2025 V3 – 15/06/2026	Annual

1. Purpose

The school is committed to ensuring that every pupil receives an appropriate, safe and effective education that supports their academic progress, personal development, wellbeing and future aspirations.

Regular reviews provide a structured opportunity to evaluate each pupil's progress, identify strengths and barriers to learning, consider their wider needs and agree appropriate next steps.

The review process is designed to ensure that:

- pupils remain engaged in education and make appropriate progress;
- educational provision continues to meet individual needs;
- safeguarding and welfare are considered alongside educational progress;
- attendance, behaviour and engagement are monitored appropriately;
- parents/carers and pupils are involved in discussions about progress and future planning;
- appropriate support or adjustments are identified promptly;
- concerns are recognised early and responded to appropriately; and
- transition and future educational planning are considered at suitable stages.

2. Scope

This policy applies to all pupils enrolled at the school and should be read alongside the school's policies relating to:

- safeguarding and child protection;
- attendance;
- behaviour and relationships;
- special educational needs and disabilities;
- complaints;
- health and safety;
- pastoral care;
- curriculum and teaching and learning; and
- data protection and information sharing.

The frequency and format of individual reviews may be adapted according to a pupil's circumstances, needs, age, progress and level of support required.



3. Principles

Reviews will be:

Pupil-centred

The pupil's views, aspirations, strengths and experiences will be considered wherever appropriate.

Evidence-informed

Decisions will be based on relevant evidence, including attendance, academic work, assessments, behaviour, engagement, pastoral information and feedback from staff and other professionals where appropriate.

Proportionate

The school will tailor the review process to the individual pupil rather than applying unnecessary procedures.

Collaborative

Where appropriate, pupils, parents/carers, staff and relevant professionals will contribute to the review process.

Forward-looking

Each review should result in clear actions and identified next steps rather than simply recording past performance.

Safeguarding-focused

Safeguarding and welfare remain central to the review process. Any safeguarding concern will be managed in accordance with the school's safeguarding procedures.

4. Frequency of Reviews

The school will maintain a regular cycle of pupil reviews.

As a minimum:

- an initial review will take place following admission;
- progress will be monitored throughout the academic year;
- formal reviews will normally take place at least once each term;
- additional reviews may be arranged where a pupil's circumstances require closer monitoring; and
- a review will be undertaken when there is a significant change in a pupil's needs, circumstances, educational placement or support arrangements.

The school may bring a review forward where there are concerns regarding attendance, engagement, progress, behaviour, safeguarding or wellbeing.

5. Initial Review

Following admission, the school will gather relevant information to establish an appropriate starting point for the pupil.

This may include:

- previous educational records;
- academic attainment and assessment information;
- attendance information;
- special educational needs information;
- relevant medical or health information;
- safeguarding information where appropriate and lawfully shared;
- information about strengths, interests and aspirations;
- previous support strategies and interventions; and
- information provided by the pupil and their parent/carer.

An initial assessment will be used to inform the pupil's programme of education and support.

6. Review of Educational Progress

Reviews will consider the pupil's progress against appropriate objectives and expected outcomes.

This may include:

- academic attainment;
- progress in individual subjects;
- literacy and numeracy development;
- engagement with learning;
- completion and quality of work;
- participation in lessons and activities;
- development of independent learning skills;
- vocational, practical or enrichment activities where applicable; and
- preparation for future education, training or employment.

Where progress is below expectations, staff will consider the reasons for this and whether additional support, intervention or adjustments are required.



7. Attendance and Engagement

Attendance and engagement will be reviewed regularly.

The school will consider:

- attendance levels and patterns;
- punctuality;
- participation in learning;
- periods of non-attendance;
- reasons for absence;
- barriers affecting attendance;
- communication with parents/carers; and
- strategies being used to support improved attendance and engagement.

Where attendance is a concern, appropriate action will be taken in accordance with the school's attendance procedures.

8. Behaviour and Relationships

The review process will consider behaviour in the context of the pupil's overall development and circumstances.

Information may include:

- positive contributions and achievements;
- incidents or patterns of concern;
- relationships with staff and peers;
- compliance with school expectations;
- use of agreed behaviour strategies;
- restorative work where appropriate; and
- the effectiveness of existing support.

The purpose of reviewing behaviour is to identify appropriate support and maintain a safe, respectful and productive learning environment.

9. Pastoral Care and Wellbeing

Pupil wellbeing will form an important part of the review process.

Staff will consider, where relevant:

- emotional wellbeing;
- social development;
- relationships;
- confidence and self-esteem;
- participation in school life;
- resilience and independence;
- significant changes in circumstances; and
- any emerging concerns.

Where concerns are identified, the school will consider whether additional pastoral support or referral to an appropriate service is required.

10. Special Educational Needs and Individual Support

Where a pupil has identified additional needs, reviews will consider whether the support currently provided remains appropriate and effective.

This may include reviewing:

- reasonable adjustments;
- individual support strategies;
- learning targets;
- classroom approaches;
- communication strategies;
- accessibility;
- interventions; and
- recommendations from relevant professionals.

Where appropriate, the school will work with parents/carers and external professionals to coordinate support.

11. Safeguarding

Safeguarding will be considered throughout the review process.

A review meeting must not be used as a substitute for the school's safeguarding procedures.

Where a concern arises regarding a pupil's safety or welfare, staff must follow the school's safeguarding and child protection procedures immediately and report concerns to the Designated Safeguarding Lead or appropriate member of staff.

Information will be shared with relevant individuals or agencies where this is necessary, proportionate and lawful to protect the pupil.

12. Pupil Voice

The school will provide pupils with appropriate opportunities to express their views.

Depending on age and circumstances, pupils may be invited to comment on:

- what is going well;
- areas they find difficult;
- their experience of learning;
- relationships and support;
- personal interests and strengths;
- their aspirations; and
- what they believe would help them make progress.

The level and method of pupil participation will be appropriate to the pupil's age, maturity and individual circumstances.

13. Parent and Carer Involvement

Parents and carers will be involved in reviews where appropriate and in accordance with the school's arrangements.

They may contribute information about:

- progress outside school;
- attendance and engagement;
- wellbeing;
- changes in circumstances;
- support strategies;
- concerns; and
- future plans.

The school will seek to maintain constructive and professional communication with parents and carers.

14. Review Meeting

Where a formal review meeting takes place, it should normally consider:

1. Previous actions and outcomes.
2. Academic progress.
3. Attendance and punctuality.
4. Engagement with education.
5. Behaviour and relationships.
6. Pastoral wellbeing.
7. Additional needs and support.
8. Safeguarding, where relevant and appropriate.
9. Pupil views.
10. Parent/carer views.
11. Progress towards agreed outcomes.
12. Future goals and next steps.
13. Any changes required to provision or support.

Reviews should remain focused on the pupil's educational experience and appropriate future planning.

15. Review Outcomes and Action Plans

Each formal review should result in clear and proportionate actions.

Where actions are required, the record should identify:

- the action to be taken;
- the intended outcome;
- the person responsible;
- the timescale;
- how progress will be monitored; and
- the date or circumstances for follow-up.

Actions should be realistic, measurable where appropriate and focused on improving the pupil's educational experience or outcomes.

16. Concerns and Escalation

Where a review identifies significant or continuing concerns, the school will determine what further action is appropriate.

This may include:

- increased monitoring;
- additional pastoral or academic support;
- changes to teaching or support strategies;
- engagement with parents/carers;
- involvement of relevant professionals;
- a further review within a shorter timescale; or
- consideration of future educational arrangements.

Any safeguarding concern will be escalated immediately through the school's safeguarding procedures rather than waiting for the next scheduled review.

17. Transition and Future Planning

Reviews should consider the pupil's longer-term development and future educational pathway.

Depending on the pupil's age and circumstances, this may include:

- progression to further education;
- preparation for examinations or qualifications;
- vocational opportunities;
- work-related learning;
- development of independence;
- preparation for a change of school or educational setting; and
- preparation for adulthood.

Where a pupil is approaching a transition, planning should begin sufficiently early to allow appropriate information sharing and preparation.

18. Record Keeping

The school will maintain appropriate records of formal reviews.

Records should normally include:

- date of review;
- attendees;
- relevant pupil information;
- progress and outcomes;

- pupil and parent/carer views where appropriate;
- identified concerns;
- agreed actions;
- responsible staff members; and
- date of next review or follow-up.

Records will be stored securely and retained in accordance with the school's data protection and record-retention procedures.

Access to records will be limited to individuals with a legitimate professional need to access them.

19. Confidentiality and Information Sharing

Information obtained during reviews will be handled appropriately and in accordance with applicable data protection requirements.

Confidentiality cannot be guaranteed where information indicates that a pupil or another person may be at risk of harm, or where disclosure is otherwise required or permitted by law.

Staff should seek advice from the appropriate senior member of staff or Designated Safeguarding Lead where they are uncertain about information sharing.

20. Responsibilities

Headteacher

The Headteacher is responsible for ensuring that:

- the review system operates effectively;
- reviews are appropriately monitored;
- identified actions are followed up; and
- significant concerns are escalated appropriately.

Teachers and Key Staff

Staff involved in a pupil's education are responsible for:

- maintaining accurate information;
- contributing relevant evidence;
- identifying concerns promptly;
- implementing agreed actions; and
- monitoring progress.



Designated Safeguarding Lead

The Designated Safeguarding Lead is responsible for ensuring that safeguarding concerns identified through the review process are managed in accordance with the school's safeguarding arrangements.

Pupils

Pupils are encouraged to participate constructively in reviews, reflect on their progress and contribute to agreed goals where appropriate.

Parents and Carers

Parents and carers are encouraged to participate in reviews, provide relevant information and support agreed actions where appropriate.

21. Quality Assurance

The school leadership team will periodically review the effectiveness of the review process. Quality assurance may consider:

- whether reviews take place within agreed timescales;
- whether records are accurate and sufficiently detailed;
- whether actions are completed;
- whether pupils are making appropriate progress;
- whether concerns are identified promptly; and
- whether the review process contributes positively to pupil outcomes.

Findings may be used to improve school practice and provision.

22. Policy Review

This policy will be reviewed annually or sooner where there are significant changes to legislation, statutory guidance, school arrangements or identified good practice.