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# St. Nicholas at Wade CEP School

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Teaching and Learning  
Policy

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January 2025

To be reviewed September 2027

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“Nothing has more impact on a child’s achievement than the quality of teaching they receive”  
Dame Sally Coates Chair of the independent review of teachers’ standards

## Introduction

This Teaching and Learning Policy outlines our firm commitment to providing high-quality education and fostering an environment that promotes deep learning across all subjects, as outlined in the 2014 National Curriculum for England. This document is designed to guide teaching practices, inform curriculum delivery, and enhance the learning experience for every child in our school.

We hold learning in equal measure to teaching and this includes placing responsibility for learning in the hands of children, so they develop a self-motivated approach to learning where they have acquired skills that will help them acquire knowledge and skills as they move through their lives.

We are fortunate to have strong teachers who demonstrate excellent subject knowledge and possess great expertise in pedagogy. However, it is imperative to acknowledge that this does not mitigate the necessity for ongoing refinement and honing of teaching and learning practices. In an ever-evolving educational landscape, the pursuit of marginal gains is vital, enabling St Nicholas at Wade to sustain and enhance its performance. By fostering a culture of continuous improvement and reflective practice, we empower our educators to ‘be the best they can be’ in complete alignment with our expectations on children.

## Aims

The single most important aim of this policy is to continue the drive to improve the quality of teaching and the quality of learning, and therefore pupil achievement. This document will assist teachers in our school to become the most effective practitioners they can be by using principles established from evidence-based, best practice research, cognitive science, and experience. So that **all** learners make good progress.

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It will ensure consistency of approach across the school and establish “Outstanding Practice”.  
It gives all staff clear guidelines of agreed expectations. It sets a benchmark for future monitoring. It enables specific target setting for individual members of staff, linking to staff appraisal.

## Teaching and Learning Strategies

**‘Be The Best You Can Be’**

*‘Like the wise builder, we will build on solid rock. We will fix our focus on what children need to be successful learners and well-rounded young people who will thrive in the world today. We will not get drawn into fads, but will evaluate what we do well and where we can improve using evidence-based research and our own professional expertise.’* **Taken from the School’s SDP 2024-2025**

Teaching practice at St Nicholas at Wade is guided by Rosenshine's Principles of Instruction. This invaluable framework fosters a consistent approach that enhances instructional quality and efficacy. Rosenshine's framework serves as an essential reference point for reflective practice, where teachers continuously evaluate and refine their instructional methods. In doing so, they are better equipped to meet the diverse needs of pupils. All teachers’ performance appraisals include a self-chosen target from one of the principles.

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# THE PRINCIPLES OF INSTRUCTION

TAKEN FROM THE INTERNATIONAL ACADEMY OF EDUCATION

This poster is from the work of Barak Rosenshine who based these ten principles of instruction and suggested classroom practices on:

- research on how the brain acquires and uses new information
- research on the classroom practices of those teachers whose students show the highest gains
- findings from studies that taught learning strategies to students.



**01 DAILY REVIEW**

Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

**02 NEW MATERIAL IN SMALL STEPS**

Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

**03 ASK QUESTIONS**

The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

**04 PROVIDE MODELS**

Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.

**05 GUIDE STUDENT PRACTICE**

Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.

**06 CHECK STUDENT UNDERSTANDING**

Less successful teachers merely ask “Are there any questions?” No questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.

**07 OBTAIN HIGH SUCCESS RATE**

A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

**08 SCAFFOLDS FOR DIFFICULT TASKS**

Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

**09 INDEPENDENT PRACTICE**

Independent practice produces ‘overlearning’ — a necessary process for new material to be recalled automatically. This ensures no overloading of students’ working memory.

**10 WEEKLY & MONTHLY REVIEW**

The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.

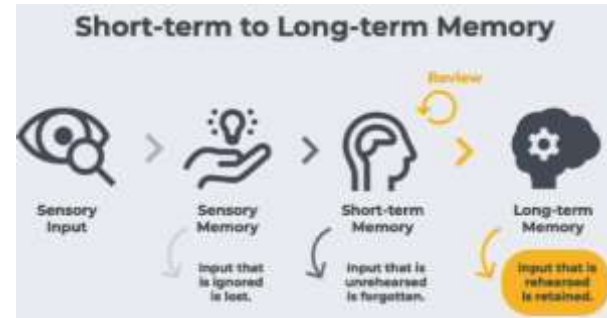
At St Nicholas we have taken our time to consider the principles and reflected on how we can ensure that they inform planning and delivery so that all learners reach their potential. Through this lens, lesson will include:

- A daily review known at St Nicholas as Rapid Retrieval (Maths and English) or Sticky knowledge (the wider Curriculum)
- New material in small steps, with teachers ensuring that each step is mastered before moving on.
- Asking questions that elicit understanding, prompt thought and stretch pupils. TYP (Talk to your Partner)
- Teachers model work in real time, including the use of visualisers. They think out loud, making each step clear. (I do)
- Partner Practice and TYP (Talk To Your Partner), Guides the pupils in practicing. (We do)
- Teachers use ALF (Assessment for Learning) to check understanding
- Children have a high rate of success, with enough errors to demonstrate challenge
- Scaffolds and adaptive teaching ensure that all children are able to achieve good outcomes
- Children have opportunities to practice independently, enough time is given to this to allow for ‘overlearning’ (You do)
- Both formative and summative assessment inform future planning. There is suitable time between learning and assessment to ensure knowledge has stuck

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## Daily Review

At St Nicholas at Wade, all lessons are designed to incorporate opportunities for reviewing and retrieving prior learning. This practice encompasses both newly acquired knowledge and previously taught content, enabling students to make meaningful connections and reinforce their understanding. By systematically revisiting prior themes, we foster a deeper comprehension of the subject matter, thereby enhancing the overall learning experience and promoting long-term retention of information. Some examples of daily review:



**5 minutes RR Rapid Retrieval**

1. What is 0.88 as a fraction?	2. $1/2$ of 88 =
3. $842 \times 51 =$	4. What is the value of the number underlined? <u>99</u> .492 =
<b>Challenge</b> What are the next 4 numbers in the sequence: 1,6,11,16,	<b>Quick Arithmetic</b> $752 \times 1000 =$

**STICKY KNOWLEDGE**

What vocabulary did you learn about food chains?

**R.E.** **SCIENCE**

**'BIG' Question: What is the Trinity?**  
 To answer the BIG Question...  
 What will we need to know?  
 What will we need to find out?

**5 minutes RR Rapid Retrieval**

**RR**

1.  $10 + 5 =$

2.  $20 - 11 =$

3.  $\begin{array}{r} 43 \\ + 24 \\ \hline \end{array}$       4.  $\begin{array}{r} 59 \\ - 29 \\ \hline \end{array}$

**Challenge** ★  
 $25 + 32 = 30 + \underline{\quad}$   
 $+ \underline{\quad} ?$   
 How many different solutions can you find?

**Rapid Retrieval**

1. Add the punctuation <b>black shiny hair</b> <b>red long cloak</b>	2. Spot 2 proper nouns and 2 common nouns <i>skip Mr Wonka Charlie</i> <i>jump factory chocolate run</i>
3. Spelling - copy mine <b>when</b> x 3	4. Write a simile for how someone looks

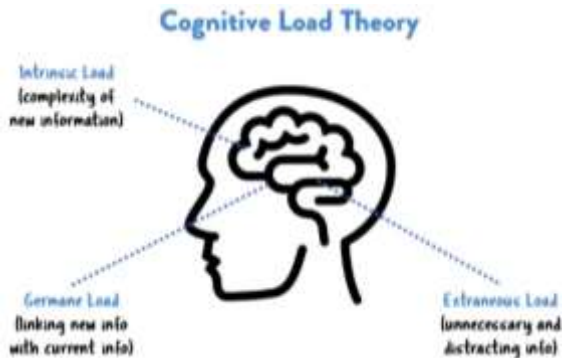
**LO: To be able to complete number bonds.**

**5 minutes RR Rapid Retrieval**

Is 7 more or less than 11? Is 3 more or less than 11?	$4 + 6 =$ $9 + 1 =$ $10 - 5 =$
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## New material in small steps



Utilising principles of cognitive load theory, learning is effectively segmented into manageable chunks. The complexity of each concept dictates the specific steps taken, alongside the prior knowledge possessed by pupils to facilitate connections with new information. This approach ensures that lessons are suitably pitched, thereby maintaining an appropriate pace that supports optimal understanding and engagement. We recognise that children have limited concentration spans, especially in the lower years. Periods of input are kept short, punctuated by rehearsal activities.

## Questioning

Teachers strategically employ questioning techniques to assess students’ understanding. (TTYP) Partner talk, also serves as an effective method for allowing all children to answer the question. They can rehearse and consolidating knowledge ready to have an answer. This collaborative approach not only encourages synthesis of information but also deepens understanding, as pupils articulate their thoughts and challenge each other’s perspectives, ultimately enhancing their educational experience. Children responding have sentence openers that promote oracy. These scaffolds help children to challenge respectfully, add and build on others’ ideas and express themselves clearly.

**Because we care...**

**What is our top priority in school?**

**PRIORITY** **TTYP**



**I had never considered that before...**

**In my experience...**

**I have a different perspective on that...**

**I think that ...**

**Building on what you’re saying...**

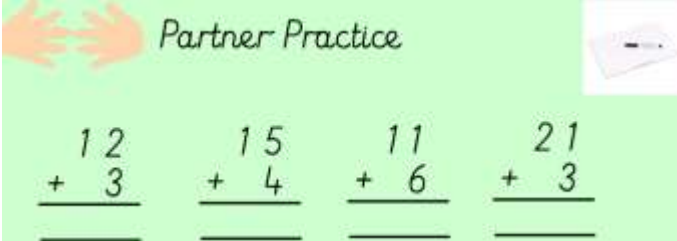
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## Providing models and Scaffolds

Rosenshine found that more successful teachers dedicated significant time to modelling, working through examples, and articulating their thought processes. At St Nicholas at Wade, educators embody this approach by carefully narrating their cognitive strategies during the 'I do' phase of learning. We provide temporary scaffolds to ensure that all children can access the learning environment effectively, fostering inclusivity and enabling each pupil to achieve their full potential. These can be whole class or individual and personalised.

## Guide Student Practice

Peer tutoring has been demonstrated to be a highly effective method for aiding children in retaining knowledge, as evidenced by the Education Endowment Foundation (EEF). In our instructional approach, we utilise Partner Practice during the 'We do' phase, providing children with the opportunity to consolidate and embed new concepts and knowledge to their long-term memories.



The graphic features a light green background. At the top left, there is an orange icon of two hands reaching towards each other. To the right of this icon, the text "Partner Practice" is written in a cursive font. In the top right corner, there is a small icon of a notepad with a pencil. Below these elements, four simple addition problems are arranged horizontally. Each problem consists of two numbers stacked vertically with a plus sign between them, and a horizontal line underneath. The problems are: 12 + 3, 15 + 4, 11 + 6, and 21 + 3.

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## Obtain a high success rate



These images taken for our Behaviour strategy show our commitment to setting children up for success as well as recognising it because we understand that success breeds motivation. Children show resilience in their learning knowing that learning is hard and they will make errors – this is ‘Expected, respected and corrected’

## Independent practice

In the ‘You do’ phase, providing time for independent practice is essential, allowing children to overlearn key concepts. This process ensures that working memory is not overloaded, enabling learners to recall material automatically. Such an approach enhances retention and fosters a deeper understanding of the subject matter.

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## **The classroom environment:**

The classroom environment is critical in setting the tone for learning. An effective learning space not only fosters academic success but also nurtures the emotional and social development of students. By carefully considering the layout, resources, and materials available, we aim to create a conducive atmosphere that supports various learning styles and needs. This environment should be enriched with information that is accessible and relevant, empowering pupils to engage actively with the curriculum.

Classrooms should be tidy and clutter free so that children see that having pride and taking care of our environment is important. Displays should celebrate high quality work promoting a culture of excellence. We want classrooms to reflect teachers and children’s identity and individuality – this goes a long way to sharing the message that we are all unique and equally valued! However, there are key elements that need to be present for consistency, and all classrooms should have:

- The behaviour expectations on display
- A ‘washing line’ that grows with each element of T4W
- A maths working wall displaying the current topic and associated vocabulary
- A reflective space
- The current Heartsmart value and linked Christian Value displayed
- A visual timetable
- Consideration for individual needs
- A balance of information and celebrating children’s work

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## The ‘Washing Line’

Exploring	Building	Inventing
Immersing ourselves in the text. Understanding and gathering evidence about the text and genre. Collecting further information to support this understanding	Giving children the skills to be able to write in the genre – unpicking the final tool kit. Modelling key skills. Generating and experimenting with writing	Using the skills, they have gathered to plan and write in the style. Using a tool kit which embraces all the skills taught through the innovation phase, the children are now able to apply this to a final piece.
Reading the text <ul style="list-style-type: none"> <li>• Reading to the children</li> <li>• Pictures</li> <li>• Text on the smartboard</li> </ul> Story/text Mapping <ul style="list-style-type: none"> <li>• Teacher created</li> <li>• Children’s examples</li> <li>• Story boards</li> <li>• Mind maps</li> <li>• Ordering and sequencing</li> </ul> Role Play <ul style="list-style-type: none"> <li>• Freeze framing</li> <li>• Hot seating</li> </ul>	Boxing up the genre/text Creating a class tool kit Modelling Shared writing Text shape <ul style="list-style-type: none"> <li>• Pictures</li> <li>• Investigating the structure of the text</li> <li>• Comparing openings/endings</li> <li>• Identifying the build up</li> <li>• Changing the atmosphere</li> </ul>	Stimulus <ul style="list-style-type: none"> <li>• Picture</li> <li>• Title</li> <li>• Question</li> <li>• Word bank</li> </ul> Teacher example Genre specific tool kit Individual planning <ul style="list-style-type: none"> <li>• Story map</li> <li>• Boxing up</li> <li>• Planning grid</li> </ul> Independent application

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<ul style="list-style-type: none"> <li>• Conscience alley</li> <li>• Photographs to evidence</li> <li>• Puppets</li> <li>• Videos</li> </ul> <p>Using the environment for stimulus          Picture/music stimulus          Other texts on the same theme</p> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Wow words</li> <li>• Technical vocabulary</li> <li>• Genre specific</li> <li>• Magpieing</li> </ul> <p>Book Talk</p> <ul style="list-style-type: none"> <li>• Children’s response to the text</li> </ul> <p>Collecting information</p> <ul style="list-style-type: none"> <li>• Note taking</li> <li>• Data capture</li> </ul>	<ul style="list-style-type: none"> <li>• Developing and describing settings and characters</li> </ul> <p>Non-fiction writing introductions, summaries, headings, sub headings etc.</p> <p>Sentence structure</p> <ul style="list-style-type: none"> <li>• Lengths – simple, complex, compound, embedding clauses</li> <li>• Connective sand conjunctions</li> <li>• Sentences for effect</li> </ul> <p>Developing Vocabulary</p> <ul style="list-style-type: none"> <li>• Adjective</li> <li>• Adverb</li> <li>• Adjective and adverbial phrases</li> <li>• Synonyms and antonyms</li> <li>• Changing word order</li> </ul> <p>Punctuation development</p>	
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Exceptional Learning	Exceptional Teaching	Exceptional Support
<p>All pupils are engaged and motivated</p>	<ul style="list-style-type: none"><li>✓ Teachers display excellent subject knowledge to inspire and challenge pupils.</li><li>✓ Content of lessons is relevant, imaginative and interesting.</li><li>✓ Regular opportunities for offsite learning should be provided.</li><li>✓ Opportunities to learn from external experts visiting school should be provided.</li><li>✓ Work is appropriately differentiated for all learners, ensuring sufficient challenge and high expectation.</li></ul>	<ul style="list-style-type: none"><li>✓ Culture developed within the school community and with parents that school is a valuable and worthwhile experience.</li><li>✓ Parents work alongside the school to support learners.</li><li>✓ All stakeholders have high aspirations for pupils.</li><li>✓ Pupils are praised and rewarded and have a sense of achievement both at home and in school.</li><li>✓ Success is recognised and shared</li><li>✓ ICT is used effectively to support learning.</li></ul>

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	<ul style="list-style-type: none"><li>✓ Pupils have opportunities to work both independently, collaboratively and in small focussed groups.</li><li>✓ Cross curricular and subject based study are provided with reference to schemes of work provided by subject leaders.</li><li>✓ Lessons are well resourced with resources accessible to pupils.</li><li>✓ Pupils are taught how to appropriately select their own resources to support their learning.</li><li>✓ The choice of resources both supports understanding and promotes sufficient challenge</li></ul>	<ul style="list-style-type: none"><li>✓ Check in cards/involvement cards support children who need support</li><li>✓ Involvement and wellbeing is measured using Leuven scales, this informs next steps</li></ul>
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	<ul style="list-style-type: none"><li>✓ The learning environment is well organised to support and inspire pupils.</li></ul>	
<b>All pupils make excellent progress within a lesson or across a series of lessons.</b>	<ul style="list-style-type: none"><li>✓ Teachers have high expectations of all pupils.</li><li>✓ Shared learning objectives and success criteria with constructive feedback mean that pupils know when they have made progress and develops independence.</li><li>✓ Teachers have a clear understanding of how learning will build up both within a lesson and across a series of lessons.</li><li>✓ Teachers keep accurate records of pupils’ progress and use these to inform planning.</li></ul>	<ul style="list-style-type: none"><li>✓ Pupils who are not making progress are quickly identified and interventions put in place to close the gap.</li><li>✓ The recruitment of volunteers, who are trained, provide good levels of staff to children ratios in early reading (Reading Squad)</li><li>✓ SLT prioritise recruitment. The right staff, with the right expertise.</li><li>✓ Staff delivering interventions keep accurate data on entry and exit criteria to measure impact.</li></ul>

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	<ul style="list-style-type: none"><li>✓ Pupils are provided with opportunities to excel in all areas according to their individual talents and abilities.</li><li>✓ Children are encouraged to reflect on what has been learnt and what is yet to be learnt.</li><li>✓ Pupil progress can be evidenced in books, end of unit projects and through discussion with pupils.</li></ul>	<ul style="list-style-type: none"><li>✓ Challenge is an expectation for all pupils across the curriculum.</li></ul>
<p><b>Pupils believe they can succeed and know what is required to do so.</b></p>	<ul style="list-style-type: none"><li>✓ A growth mindset culture – the power of YET</li><li>✓ The Learning Pit</li><li>✓ Values are woven through every area of the curriculum and children demonstrate them in their learning</li><li>✓ Shared learning objectives and success criteria, mean</li></ul>	<ul style="list-style-type: none"><li>✓ TA’s able to model skills and consider success criteria with pupils.</li><li>✓ Parents have high aspirations for their children.</li><li>✓ Pupils encourage each other.</li><li>✓ Resilience is expected and all adults articulate this</li></ul>

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	<p>that pupils know what they need to do to succeed and make progress.</p> <ul style="list-style-type: none"><li>✓ Discussion with individual pupils helps to address misconceptions.</li><li>✓ Pupils can explain confidently and clearly what they have learned and why.</li><li>✓ Meaningful marking and feedback ensures pupils know where they need to improve and how to do so.</li><li>✓ Pupils are given regular opportunities to respond to feedback.</li><li>✓ Modelling of skills by adults informs learning.</li></ul>	
<b>There is a good pace to pupils learning</b>	<ul style="list-style-type: none"><li>✓ Teachers have high expectations of all pupils.</li><li>✓ Lessons move at a good pace.</li></ul>	<ul style="list-style-type: none"><li>✓ Any interruptions are managed effectively</li><li>✓ Pre teaching/ adaptation and checking</li></ul>

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	<ul style="list-style-type: none"> <li>✓ Expectations are high and time targets are signalled throughout the lesson.</li> <li>✓ Learning is often chunked with mini plenaries used effectively to assess learning.</li> <li>✓ Planning and organisation aids smooth and speedy transitions</li> </ul>	<p>understanding ensures children can keep up</p>
<p><b>Pupils are able to work independently and collaboratively and their efforts are celebrated.</b></p>	<ul style="list-style-type: none"> <li>✓ Classroom displays provide chances to celebrate learning</li> <li>✓ Displays support and scaffold learning.</li> <li>✓ Class rules clearly displayed.</li> <li>✓ Visual timetables are evident and consistent across the school.</li> <li>✓ Planning ensures opportunities given to work</li> </ul>	<ul style="list-style-type: none"> <li>✓ Classroom displays scaffold learning through, vocabulary, punctuation, number bonds, tables, timelines, working walls, and areas for reflection.</li> <li>✓ Parents attend school events and celebrate their child’s achievements.</li> <li>✓ Pupils are prepared to work with others.</li> </ul>

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	<p>both independently and in a group.</p> <ul style="list-style-type: none"><li>✓ Pupils are able to work successfully both with and without supervision</li><li>✓ Partner work is taught, practiced and expected</li></ul>	
<p><b>Sufficient challenge ensures new knowledge, skills or understanding are acquired and consolidated.</b></p>	<ul style="list-style-type: none"><li>✓ Work is thoroughly planned taking into account pupils prior learning and is properly differentiated.</li><li>✓ The teacher ensures good pace to the lesson so that all make progress and no one is left behind.</li><li>✓ Teachers have high expectations of all pupils.</li><li>✓ Extension activities are provided for all pupils.</li><li>✓ Questioning, debate and role play are encouraged.</li><li>✓ Home learning tasks complement work in class</li></ul>	<ul style="list-style-type: none"><li>✓ TA’s are well informed prepared and utilised.</li><li>✓ Support is given at home with homework.</li></ul>

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	<p>and are sufficiently challenging.</p> <ul style="list-style-type: none"> <li>✓ High order questioning is evident and promotes learning.</li> </ul>	
<p><b>Pupils respond with confidence to challenge</b></p>	<ul style="list-style-type: none"> <li>✓ Teachers have high expectations of all pupils.</li> <li>✓ A ‘growth mindset’ culture is nurtured.</li> <li>✓ Resilience is developed through explicit teaching of growth mind set and strategies to approach problem solving.</li> <li>✓ Mistakes are recognised as learning opportunities.</li> <li>✓ Misconceptions are addressed as soon as possible.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Carefully targeted support helps to nurture but avoids dependence.</li> <li>✓ TA’s and teachers work with all different groups within the classroom during the week.</li> </ul>
<p><b>Pupils behave well.</b></p>	<ul style="list-style-type: none"> <li>✓ Positive relationships are established</li> </ul>	<ul style="list-style-type: none"> <li>✓ Parents support school behaviour policy.</li> </ul>

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	<ul style="list-style-type: none"><li>✓ School ensures that all pupils are aware of the rules and the behaviour policy in school.</li><li>✓ All staff work according to the behaviour policy in school.</li><li>✓ Teachers ensure that pupils have some input in to class rules.</li><li>✓ Pupils demonstrate our Christian values through their behaviour and attitudes.</li><li>✓ The lesson is well prepared and resourced.</li><li>✓ All children have access to the necessary equipment for a task.</li></ul>	<ul style="list-style-type: none"><li>✓ Pupils are well hydrated and well fed.</li><li>✓ Pupils have had adequate sleep.</li><li>✓ Pupils do not want to distract others.</li><li>✓ Expectations from all staff match those of teachers.</li></ul>
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**Pupils are able to apply their knowledge and skills.**

- ✓ Teachers plan so that pupils are given opportunities to consolidate skills.
- ✓ Teachers plan regular activities to enable pupils to apply skills and knowledge.
- ✓ Opportunities are given for pupils to coach and mentor their peers.
- ✓ Teachers plan regular problem solving activities to enable this to happen.
- ✓ Open questions are used effectively to extend knowledge.

- ✓ TA’s are to support but without allowing pupils to become dependent on that support.

## Role of subject leaders

- ✓ To work to ensure outstanding learning characterises their subject.
- ✓ Audit, requisition, organise and ensure maintenance of resources within an allocated curriculum budget.
- ✓ Develop, review and update policy, schemes and guideline documents according to the timetable in the SDP or Action Plan.

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- ✓ Provide leadership, expertise, advice and assistance for all members of staff.
- ✓ Develop and implement appropriate assessment and record keeping procedures, in collaboration with the SLT.
- ✓ Keep abreast of current thinking, developments and statutory requirements, disseminate information to colleagues and initiate/deliver training according to identified need.
- ✓ Keep the Headteacher informed of relevant developments, issues and implications, and advise appropriately
- ✓ Provide professional advice and support to colleagues throughout both key stages.
- ✓ Make the leading contribution to the evaluation of learning through observation, sampling of work, pupil voice and data analysis.
- ✓ Use the evidence and data collected to formulate plans to set targets for each year group that raise standards.
- ✓ Use the evidence and data collected to identify training needs and support either for individuals, groups or the whole staff.
- ✓ Contribute to staff meetings and other school meetings.
- ✓ Keep an up to date log of monitoring activities as detailed in the role of subject leader guidelines.
- ✓ Monitor the implementation of the draft/approved policy and scheme throughout the school in both key stages in order to collect evidence and data to inform the process of improving the quality of learning.
- ✓ Organise and/or lead INSET, development days and staff meetings to respond to identified needs from monitoring activities.
- ✓ Make the Headteacher aware, without delay, of any concerns that may be adversely influencing continuity, progression and the quality of learning.

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- ✓ Support the development of the whole school team through appropriate liaison and partnership with others.

## Monitoring the policy

This policy will be monitored through lesson observations, planning and work scrutiny, pupil progress meetings, pupil and parent questionnaires and through staff discussion.

It will be reviewed in Autumn 2027.