



ENGLISH CURRICULUM POLICY

School Mission Statement

At Garstang Community Primary School we treasure each and every one of our pupils. We create inspirational learning opportunities in a vibrant, supportive environment in which our pupils grow together and are excited about their future in an ever changing world.

Aims

- We recognise the individuality of each of our pupils and nurture them emotionally, socially, spiritually, morally and culturally.
- We create inspirational learning opportunities within an exciting curriculum which equips our pupils with the skills and knowledge needed to be successful in a dynamic world.
- Our pupils become enterprising, inquisitive young people with high expectations of themselves and a lifelong love of learning.
- We develop strong partnerships with parents, creating an atmosphere of mutual trust, and working together to provide the very best for our pupils.
- We create opportunities for our pupils to be active participants in the local and global communities and to develop an understanding of their place in the world.

Policy created: May 2016

Date reviewed	Changes made	Signed

Garstang Community Primary School

English Curriculum Policy

May 2016

At Garstang Community Primary School we recognise that achievement in reading and writing in the primary phase plays a huge part in the future life chances of our pupils. The English language enables us to learn, acquire knowledge and gives us the tools to think for ourselves and be creative. It provides us with the ability to communicate our ideas and emotions, and allows us to understand the ideas and emotions of others. Furthermore, English enables us to experience other cultures, countries and periods of time, allowing us to enter new worlds and extend our immediate experience.

At Garstang Community Primary School, we place a strong emphasis on reading and writing for pleasure and are committed to nurturing a love of literature. We believe that the study of English should be a source of delight and fascination. Our English curriculum provides intellectual challenges for our pupils and creates excitement through the discovery of our language's patterns, structures and origins. By responding to literature, our pupils learn what it means to be human. They learn about human hopes, fears, dreams and achievements.

English Curriculum Policy

Introduction

“English has a pre-eminent place in education and society. A high-quality education in English will teach pupils to write and speak fluently so they can communicate their ideas and emotions to others and, through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Reading enables pupils to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised. (The National Curriculum in England, DfE, 2014)

Aims of English Teaching at Garstang Community Primary School

We enable our pupils to develop their knowledge, skills and understanding of English within a rich, integrated programme of speaking, listening, reading and writing. First and foremost, our pupils are given opportunities to explore and investigate the English language and its patterns through speaking and listening. As pupils move through our key stages, they develop, consolidate and secure the skills needed to read, share, enjoy and interpret a wide variety of literature. Our pupils learn to handwrite fluently and apply their spelling, grammar and punctuation skills to a variety of purposes in a range of thematic, cross-curricular contexts. Our pupils are encouraged to think creatively, to be adventurous with their use of language and to write with clear purpose.

Our children learn to:

- speak clearly and audibly with a distinct purpose and consideration of their audience
- listen carefully to others, identifying key points and views
- express their opinions clearly and listen to the opinions of others, challenging views with sensitivity when participating in formal presentations, discussions and debates
- use their phonic skills effectively when blending phonemes for reading and when segmenting phonemes for spelling
- enjoy listening to and sharing stories, developing a love of books, and reading widely for pleasure
- build a repertoire of known traditional stories and poetry, appreciating our rich literary heritage
- have an interest in words, their meanings and their origins, developing a growing vocabulary both for speaking and writing
- write with confidence and creativity, while developing the skills to self-edit, correct and improve

- be curious about the grammatical structures of the English language, using their grammatical knowledge to support their writing through thematic, topic-based work
- understand a range of fiction genres and non-fiction text types, enabling them to write in a variety of styles and forms appropriate to the context
- be imaginative, creative and challenge themselves

Statutory Requirements

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum (2014) and in the Communication and Language (Prime) and Literacy (Specific) Areas of the Statutory Framework for Early Years and Foundation Stage (2012).

Governing Body

Regular reports on the progress of our English curriculum are made to the Governing Body via the English Curriculum Link Governor and through the English Curriculum policy. This policy is reviewed every year, and in light of statutory changes to the National Curriculum.

In the Early Years and Foundation Stage

Our pupils are given opportunities to:

- experience a rich language environment;
- express themselves and to speak and listen in a range of contexts;
- participate in *Talk for Writing* activities, developing their repertoire of traditional stories and rhymes and thus becoming increasingly familiar with the patterns of the English language;
- link sounds and letters and begin to read and write;
- experience a wide range of reading materials including books, poetry and other written material to ignite their interest and develop a love of books;
- participate in a wide range of fun activities to develop their fine and gross motor skills
- develop a good pencil grip and learn to form letters accurately in line with our school handwriting policy
- to write with purpose and for enjoyment throughout the curriculum

Pupils in EYFS are taught to write formally through group and whole class activities. Teachers in EYFS create engaging writing opportunities for our pupils to write during Continuous Provision activities.

At Key Stage One

Our pupils:

- continue to participate in enriching and engaging speaking and listening activities, learning to speak confidently and listen to what others have to say
- further develop their repertoire of known stories and rhymes through *Talk for Writing*
- continue to build and consolidate their phonic knowledge and understanding, blending sounds for reading and segmenting for spelling

- are encouraged to choose and explore a wide range of exciting and engaging books as well as sharing and discussing books with their friends and adults
- read with greater understanding, independence and personal enjoyment
- explore the grammatical patterns and structures of the English language
- have secured a comfortable pencil grip, know how to form all letters accurately and are beginning to learn how to join
- write at greater length, with increasing independence in a wider range of contexts

At Key Stage Two

Our pupils:

- participate in discussion and debate, presenting ideas clearly, listening to and sensitively challenging the views of others
- adapt the way they speak to suit different situations, purpose and audiences
- participate in shared *Talk for Writing* activities in order to further develop and consolidate the patterns of the English language from word-, to sentence-, to text level
- continue to apply their phonic knowledge for spelling
- use other knowledge of spellings (such as morphology and etymology) to learn to spell common words correctly, using their knowledge of spelling patterns to spell unfamiliar words by the end of the Key Stage
- take great pleasure in their reading, read with greater independence and develop a healthy, regular reading habit
- are encouraged to access a rich diet of reading materials including fiction, poetry, non-fiction and electronic texts; participating in purposeful discussion, debate and responding to texts in a variety of ways, including using a reading journal
- become increasingly confident in their understanding and knowledge of the conventions of English grammar and punctuation, using their understanding to take greater control of their own compositions
- learn to handwrite fluently, at speed, using a semi-cursive script (in line with our school Handwriting Policy)
- write effectively for an increasingly wide range of contexts, becoming more independent, creative and showing a greater consideration for their audience and purpose

Subject Organisation

Our English curriculum is organised and delivered in line with the NC Programmes of Study. Early Learning Goals are followed in EYFS to ensure continuity and progression from the Foundation Stage through to the

National Curriculum. In Key Stages 1 and 2, all of our pupils participate in a daily English lesson in addition to discrete units of teaching and learning for phonics, reading comprehension, handwriting and spelling.

Our curriculum planning map for non-fiction text types, fiction genres and poetry ensures that our pupils gain knowledge and understanding of a broad repertoire of types of writing and that progression is made across our key stages. Class teachers plan individual units of work using age related learning objectives from the Lancashire Key Learning documents, making strong cross-curricular links in order to create real and meaningful purposes for writing.

Approaches to Speaking and Listening

We strongly believe that the ability to speak and listen is fundamental to pupils' language, learning and social development. Speaking and listening are essential tools for all areas of the curriculum, as talk underpins learning and thinking. At Garstang Community Primary School, we provide our pupils with many, varied contexts for talk across the curriculum. We look for and create opportunities to explicitly teach the skills of speaking and listening. All our pupils develop their knowledge, skills and understanding of speaking and listening through group discussion, debate, presentation, paired and group interactions and drama. Speaking and listening is used as a tool to assess our pupils' understanding in all areas of the curriculum and to enable our pupils to share their thinking and learning together.

Talk for Writing, an approach developed by educationalist Pie Corbett, is used throughout EYFS, KS1 and lower KS2 to support our pupils' development in writing.

Approaches to teaching phonics

Please see separate phonics policy

Approaches to teaching and learning in Reading

Reading is a central part of our culture at Garstang Community Primary School and we work hard to nurture a love of reading amongst our pupils. Our pupils are given wide ranging opportunities to participate in enjoyable independent, shared and group reading activities, using high-quality texts, throughout many points of the school day.

In EYFS and Key Stage 1, our daily phonics train runs for 20 minutes. During this session, our pupils learn about sounds and the letters that represent them. Pupils are taught that they learn phonics in order to be able to read and writing. Strong links are made between the skills of phonics, reading, writing, spelling and handwriting. Our pupils are organised into clearly differentiated, small teaching groups which enable our pupils to make rapid progress. These sessions are led by well trained teachers and TAs who make ongoing, rigorous assessments of pupils' progress and identify the next steps in their learning.

Guided Reading sessions in EYFS and KS1 are approximately 10 minutes in duration. In EYFS, all pupils are read with an adult once per week. In Key Stage 1 our pupils begin to participate in group guided reading sessions. Each child participates in two guided reading sessions each week. Session 1 is led by a TA, with a focus on word reading, ensuring that our pupils apply their phonic skills when reading texts. The second session, with the class teacher, places a stronger focus on reading comprehension and may involve a reading journal task.

The Role of the Adult, EYFS and KS1 Reading

The role of the adult whether leading a guided reading session or reading 1:1 with a pupil is to create a sense of excitement about the book to be read. In addition, adults support pupils in applying their phonic skills, ensuring that pupils understand that they learn phonics so that they can read and write. A reading session in EYFS or KS1 might follow a structure as outlined below:

1. Discuss the book cover and create a sense of excitement/anticipation
2. Phonic warm up (recap two or three key phonemes that will appear in the book)
3. Word warm up (on a whiteboard, look at two or three key words using sound buttons)
4. Discuss one key question linked to the events in the book
5. Give pupils time to independently read as much as possible during the session
6. Encourage pupils to apply their phonic skills and to read 'smoothly'
7. Discuss the key question
8. Return to and address any miscues

In EYFS and Key Stage 1, pupils follow our book-banded reading scheme. Our banded books are drawn from a range of published schemes and we look to continually update and improve our provision. Parents are asked to read with their children daily and record their observations and comments in their child's Reading Diary, provided by the school. This is monitored carefully by class teachers. At the beginning of the year in EYFS, pupils take home one book which is changed twice per week. By then end of EYFS and throughout the rest of Key Stage 1, pupils are given two books to read, twice per week. This ensures that our pupils are given regular practice and make rapid progress through the reading stages.

All pupils in Key Stage 2 participate daily in shared and independent reading activities during our 30-minute Reading Workshops. During these sessions, pupils are organised into groups of between 5 and 8 pupils, all of whom are reading at the same level. Over a period of one week, every group participates in a group guided reading activity with a teacher, using time on other days to prepare for their guided reading, complete a follow-up task, visit our school library, develop their own reading preferences during 'free choice reading' and undertake cross-curricular reading. The purpose of the Reading Workshop is two-fold. Firstly to create opportunities for our Key Stage 2 pupils to develop higher-order reading comprehension skills, and secondly, to create opportunities for our pupils to explore, enjoy, share and celebrate their reading.

Guided Reading Provision:

Key Stage	Guided Reading Provision
EYFS	One to one reading
Key Stage 1	Two guided reading sessions per week: <ul style="list-style-type: none">- Word reading focus (led by TA)- Comprehension focus (led by teacher)
Key Stage 2	Daily Reading Workshop activities with one Guided Reading session per week led by the class teacher or TA.

The Reading Workshop Timetable:

Groups	Monday	Tuesday	Wednesday	Thursday	Friday
1	Guided reading	Follow-up task from guided reading	Library/Cross Curricular Reading	Personal reading choice	Prepare for Guided Reading
2	Prepare for Guided Reading	Guided reading	Follow-up task from guided reading	Library/Cross Curricular Reading	Personal reading choice
3	Personal reading choice	Prepare for Guided Reading	Guided reading	Follow-up task from guided reading	Library/Cross Curricular Reading
4	Library/Cross Curricular Reading	Personal reading choice	Prepare for Guided Reading	Guided reading	Follow-up task from guided reading
5	Follow-up task from guided reading	Library/Cross Curricular Reading	Personal reading choice	Prepare for Guided Reading	Guided reading

Key Stage 2 Reading Scheme

By the beginning of Key Stage 2, the vast majority of our pupils have completed our Key Stage 1 reading scheme and move on to our Year 3 reading programme. In Year 3 pupils are supported as they are given access to a carefully chosen range of free-choice reading materials. Initially, pupils are supported in their choices, and reading in Year 3 is closely monitored to ensure that pupils continue to make progress. As many of the books take longer to read, pupils in Key Stage 2 may change their books when they are ready and greater responsibility for taking home a new book is passed to the child. We continue to ask parents to read with their children daily and record this in the reading diary. Again, pupils' home reading is monitored carefully and where we feel a child is not reading enough, or their reading diet is too narrow, we speak to parents and discuss ways to support their child's reading progress.

Pupils who do not complete all stages of the KS1 reading scheme by the beginning of Year 3 continue to work through the KS1 reading scheme. When this occurs, we take care to ensure that reading materials are appropriately matched to each child's interest. If a child hasn't completed the KS1 reading scheme by the beginning of Year 4, we have a range of reading support programmes that support the pupil's progression in reading at an appropriate level of interest. These programmes are:

- Wellington Square
- Bangers and Mash

For pupils throughout our school who are working below age-related expectations, additional reading programmes are put in place quickly to enable those pupils to catch up.

At Garstang Community Primary School, we strongly believe that our pupils should be provided with high-quality, up-to-date, relevant and inspirational reading material. As such, we have an ongoing programme of investment in our reading resources for guided reading, cross curricular reading and in our school library. We currently subscribe to the School Library Service for project loans and long term loans. In addition, we run an annual book fair and will continue to look for opportunities to fund the ongoing replacement of our book stock. We take great pride in our school library and strive to ensure our library is an inspirational space where our pupils want to visit to enjoy reading.

We never underestimate the value of sharing stories with and reading to pupils and every teacher makes time within the school day to read to or tell stories to their class. This may be through oral storytelling, the sharing of picture books, poetry or through a longer class novel.

Approaches to spelling

(Please see separate policy)

Approaches to Writing

- Read in conjunction with the Handwriting Policy

We aim to develop an enjoyment of writing by providing our pupils with rich, purposeful cross-curricular writing tasks, making full use of ICT opportunities when appropriate. In EYFS, Key Stage 1 and Lower Key Stage 2, the main approach to teaching writing is through *Talk for Writing*. In Upper Key Stage 2, pupils continue to have opportunities to read, explore and analyse and write in a wide range of fiction genres, non-fiction text types and poetry.

Talk for Writing

Talk for Writing is an approach to teaching writing developed by educationalist, Pie Corbett. This approach enables children to orally imitate the key language they need for a particular topic before reading and analysing texts. The aim is that children internalise vocabulary and language structures, therefore improving the quality of their writing. Teachers create fun activities that enable our pupils rehearse and learn a range of texts, by heart, using 'Text Maps' to support the process.

Once pupils become familiar with the 'tune' of a particular text type, teachers create opportunities for them to analyse the chosen text in detail. Pupils are given opportunities to look for key word and vocabulary features, paragraph structures and important sentence and punctuation types.

By this point, pupils are ready to write their own versions of a text type. Our teachers model the entire writing process as follows:

- Gathering of information, generating ideas and content
- Shared planning, focusing on the paragraph structure of the given form
- Modelled and shared writing to teach pupils how to craft their writing and engage with their audience

Over time, children build up a bank of stories, text structures and language patterns to use independently. Our pupils are encouraged to make careful and adventurous vocabulary choices and to apply their sentence grammar and punctuation skills. The focus is always to create an impact on the reader.

Talk for Writing summarized:

- Pupils learn a text by heart using text maps and actions;
- They have opportunities to explore the meaning of a text, its purpose and its audience;
- analyse the text looking at key word, sentence and structural features;

- They learn how to plan and write their own versions by watching their teachers model the writing process;
- The process is repeated as pupils move from imitation, to innovation and finally to independent application of their newly acquired skills

By Years 5 and 6, our pupils are sufficiently able to read and analyse texts without needing the ‘learning by heart’ stage of the process. Nevertheless, we strongly believe that our pupils should have many opportunities to take part in rich discussion about texts and should develop the language that makes writing enjoyable and effective for its purpose.

A writing genre curriculum map is attached at Appendix A. In order to build a progression of skills, our pupils revisit non-fiction text types repeatedly during their primary school education. In addition, we create opportunities for our pupils to share, read and analyse a wide range of non-fiction genres and poetry structures.

Approaches to teaching grammar and punctuation

The teaching of the conventions of grammar and punctuation is embedded within our daily teaching of reading and writing. We provide our pupils with a balance of engaging, active learning opportunities where they are introduced to grammar and punctuation rules through games and puzzles. Pupils then have further opportunities to consolidate their learning through analysis of the impact of grammar and punctuation during reading and writing activities.

Marking and Feedback for Writing

Marking and feedback is in line with the school Marking and Feedback Policy.

At Garstang Community Primary School, we believe that marking and feedback can have a huge impact on pupils’ progress and attainment in writing. We aim to mark pieces of writing as soon as possible after completion or alongside the child who has completed the work. Our pupils are given opportunities to reflect and respond to marking and are taught how to improve and edit their work in response to their teachers’ comments. The marking of writing has the following format:

Year 1

In Year 1, a ‘Writing Bookmark’ has been formulated to support our pupils when responding to marking and feedback. The bookmark, which lists key success criteria, is used by the class teacher and by the pupils when self assessing.

Year 2 Onwards

The ‘Tickled Pink, Green for Growth’ model is used for responding to pupils’ writing:

- Positive and improvement comments are written in the child’s exercise book, directly opposite the section of writing which is being commented upon.

- Two or three positive comments written in pink pen, with the associated word/sentence either ticked or highlighted in pink.
- One 'improvement' comment written in green pen, with the associated word/sentence either asterisked or highlighted in green.
- Incorrect or missing punctuation should be indicated using a green pen or highlighter.
- The correction of spellings should focus on high frequency words and topic vocabulary. Up to three incorrect spellings should be underlined in green, using a wiggly line, and the abbreviation 'sp.' above. The correct spelling of each should be written on the opposite page, giving the child space to practise each word three times when returning to the text.
- Teachers give pupils 'Fix It' or 'Improve It' time at the earliest possibility following the initial piece of writing having been composed.

Inclusion

All of our pupils are provided with equal access to our English curriculum. We provide suitable learning opportunities regardless of gender, ethnicity or home background.

Our pupils are taught challenging age-related content and it is our expectation that the vast majority of our pupils will achieve age-related expectations at the end of each year and key stage. Where pupils have fallen behind their peers and cannot access age related content, class teachers will differentiate the curriculum to ensure those pupils are able to progress, succeed and catch up.

Rigorous, ongoing assessment for learning ensures that teaching and learning activities are aimed at the point at which these pupils can develop their understanding and skills. Pupils may be scaffolded through the provision of differentiated activities, carefully levelled reading materials, support from a TA, through the use of word-banks and place mats, differentiated success criteria and by differentiated expectations of outcomes during open ended tasks.

Our assessments enable us to quickly identify individuals or groups of pupils who are working below age related expectations. Steps are immediately identified to improve the attainment and progress of these pupils. Our current suite of intervention programmes includes:

- Talk Boost (in EYFS)
- Early Literacy Support (Years 1 & 2)
- Bounce Back Phonics
- Rapid Phonics
- IDL (Dyslexia, spelling, reading)
- Bangers and Mash (Reading support programme)
- Wellington Square (Reading support programme)
- Read Theory
- AcceleRead AcceleWrite
- Daily 1:1 readers programme
- Reading buddies (Y2:Y6)
- Fast Forward Grammar

Assessment in English

Assessments of our pupils' performance in English is in line with our school's assessment policy. Teacher Assessments are made against the age-related expectations as set out in the 2014 National Curriculum

using a combination of pupils' responses during lessons and from their written work. Published tests are used to support our teacher assessments. End of EYFS and Key Stage Assessments are made in line with statutory frameworks.

Formative Assessment:

Our teachers make on-going daily assessments of pupil attainment and progress through a wide range of daily teaching and learning activities:

- guided reading
- daily English lessons
- short spelling, handwriting, grammar and punctuation activities, including dictation
- independent and supported writing across the curriculum
- peer and self-assessment activities
- test resources

These assessments enable our teachers to plan the next steps in learning and to share targets with their pupils. These teacher assessments are used to inform our summative teacher assessment at the end of each term throughout the school year and to support the SLT and Subject Leader in analysing pupil progress.

Summative Assessment

Teacher assessments for reading, writing, grammar, punctuation and spelling are made and reported to the head teacher each term.

Statutory Assessment takes place at the end of EYFS, KS1 and KS2 through phonics screening and the end of Year 1.

In Years 1, 3, 4 and 5 published, optional tests are used to support our teacher assessments. Our current suite of tests includes:

Area of the curriculum	Publisher and test	When used
Reading	Hodder (PIRA)	End of academic year
Grammar, Punctuation and spelling	Rising Stars year end GPS Test	End of academic year
	Rising Stars half termly GPS	Termly

We will continually review the effectiveness of these tests in terms of supporting our assessment of pupils' progress and attainment.

Summative Assessment of Writing

Summative assessments of our pupils' attainment in independent writing are made at the end of each term and are reported to the Headteacher. At each point of making a summative assessment, teachers consider a range of samples of work from each child, covering a breadth of fiction and non-fiction writing from across the curriculum. Opportunities for independent writing arise through writing across the curriculum, through the use of a reading journal and during the 'independent application' phase of *Talk for Writing*.

Writing assessment judgements are moderated each term within school and additionally with colleagues from our local cluster schools. Additional moderation of end of Key Stage assessments are carried out at moderation meetings with the Lancashire Assessment team and with members of SLT.

Approaches to Handwriting

*Read separate Handwriting Policy

Presentation of Written Work

In all pupils' written work we expect to see:

From Y1 onwards:

- Date, title (or learning objective) underlined
- Correct use of full-stops, capital letters and question marks (in addition to other age appropriate punctuation)
- Neat, joined handwriting (in line with our handwriting policy)
- Correct spelling of common, non-decodable words (tricky words)
- Application of age-appropriate vocabulary, conjunctions and punctuation
- Careful use of line-guides, lines or squares (1 digit:1 square)
- If a child wishes to change parts of their written work, whether a single word or larger section of text, this should be crossed out using a single, ruled pencil line

Work drafted in exercise books should be completed using pencil. Published work for presentation may be done using black handwriting pen from Year 3 onwards if the child is able to work at the age related standard for handwriting. If a pen is used for handwriting, titles and dates should be underlined in pencil.

Parental Involvement

We recognise and appreciate the huge part that parents play in their child's progress in English, especially reading. It is at home that a child's love of reading is ignited. When parents read with their children, the child develops a broader vocabulary, a wider knowledge of the world around them and a deeper understanding of other people and cultures. Children who read for pleasure are exposed to a wealth of characters, worlds, events and phenomena. It is well documented that reading for pleasure has a huge impact on a child's future development and achievement. We strongly encourage all of our parents to read daily with their children.

Regular communication with parents, especially in relation to reading and spelling, is essential. In addition to our procedures for termly reporting, parents are kept informed of their child's progress in reading through the use of an individual reading record, which follows each child from school to home each day. Should we have any concerns about a child's progress in reading, or any area of the English Curriculum, we speak to parents at the earliest opportunity to discuss how their child might best be supported.

The parent's role in supporting their child's progress in reading and spelling is a key focus of our annual EYFS and Key Stage meetings. Additionally, over a period of time, we deliver parental information workshops on the subjects of reading, phonics and GPS.

Role of the Subject Leader

The subject leader is responsible for improving the standards of teaching and learning in English through monitoring, evaluation and by developing a strategic vision for the future. Activities to be regularly undertaken by the subject leader include:

- monitoring and analysis of pupil work samples, teacher's plans and lesson observations
- analysis of data, both internally tracked and nationally published
- auditing, evaluating and monitoring CPD and its impact
- purchasing resources, ensuring effective use of the available budget
- supporting colleagues and identifying CPD
- keeping up to date with curriculum developments
- managing our school library
- provision of intervention
- monitoring and evaluating the quality and effectiveness of the learning environment
- reporting to the school's Governing Body

Conclusion

This policy should be read alongside other school policies including:

- Teaching and learning policy
- Assessment, marking and feedback policy
- SEND policy
- Computing policy
- Equal opportunities policy
- Phonics policy
- Handwriting policy
- Spelling Policy
- Acceptable use policy