

Curriculum Policy

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Curriculum Policy

Introduction

Wave is an Alternative Provision (AP) Multi Academy Trust (MAT) that comprises of 6 regional AP Academies and The Community and Hospital Education Service (CHES) a medical AP Academy.

We provide support to enable pupils to reintegrate into mainstream or special schools; or in the last four terms of KS4, integration into the world of work or further education.

Our School is a learning environment at the heart of its wider community. We promote the care of our students - setting, respecting and expecting high standards in all aspects of school life. We aim to meet the needs of our students, preparing them for adult and working life in the 21st century. The vision for our School's curriculum is to provide a broad and balanced education, based on the realities of modern life.

At the School we believe that the word 'curriculum' should be interpreted in its widest meaning. It is every planned learning experience the students have as a member of the school, both learnt formally within a lesson or informally outside the classroom throughout the whole School day. It is all the planned activities that we organise in order to promote learning, personal growth and development. All staff structure these experiences to ensure that they have the most positive effect on the attainment, progress and personal development of all students.

Curriculum Aims

The curriculum must inspire and challenge all learners and prepare them for the future. The school's aim is to continually develop a coherent curriculum that builds on students' experiences in earlier life and helps them to become successful learners, confident individuals and responsible citizens with a fundamental understanding of core British Values including democracy, rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. The curriculum must help students to:

- re-engage with learning through a flexible curriculum approach
- understand and respect the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs
- achieve high standards and make good or outstanding progress
- enable those not achieving expectations to narrow the gap and catch up with their peers
- enter public examinations when they are ready for them
- utilise high quality personal, learning and thinking skills and become independent learners
- utilise high quality functional skills, including key literacy, numeracy and computing skills
- be challenged and stretched to achieve their potential
- enjoy and be committed to learning
- value their learning outside of the curriculum
- relate to the taught curriculum

Curriculum Outcomes

Our school's curriculum will:

- fulfil all statutory requirements

- be based on National Curriculum definitions of subject breadth and progression wherever possible
- lead to qualifications that are useful for both employers and higher education
- enable students to fulfil their potential
- meet the needs of students of all abilities
- be delivered in a supportive environment
- provide equal access for all students to a full range of learning experiences beyond statutory guidelines.
- prepare students to make informed and appropriate choices at points of transition.
- help students develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills.
- include a range of vital characteristics- breadth, balance, relevance, differentiation, progression, continuity and coherence.
- ensure continuity and progression within the school and between phases of education, increasing students' choice during their school career.
- foster teaching styles which offer and encourage a variety of relevant learning opportunities.
- help students to use language and number effectively.
- help students develop personal moral values, respect for religious values and tolerance of other races' beliefs and ways of life.
- help students understand the world in which they live.
- meet the social, emotional and behavioural needs of our students
- incorporate a key stage 4 curriculum which meets the needs of students, parents and wider society.
- benefits other secondary and primary schools in the area

We aim to ensure that:

- Pupils with learning difficulties are able to access their entitlement to a broad, balanced and relevant curriculum as part of the whole school community.
- We match levels of additional support for learning to the wide variety of individual learning difficulties, while enhancing self-esteem.
- Parents/carers and pupils are fully involved in the identification and assessment of their child's needs, and that we strive for close co-operation between all agencies concerned, using a multi-disciplinary approach.
- We meet the needs of all pupils by offering appropriate and flexible forms of educational provision, by the most efficient use of all available resources.
- We maintain up to date knowledge of current SEN good practice and methodology in order to offer support and training in these areas to all staff in the MAT.

At the school, we recognise that pupils ***make progress at different rates and not always in a steady linear pattern***. Therefore, we identify appropriate starting points in a variety of ways.

As part of the admissions process, and after a place has been confirmed, a range of data and information is forwarded to education staff prior to the young person arriving. This information will include education, social and medical history, attendance, safeguarding issues and involvement of other agencies. The Education Health Care Plan or Health Care Plan will provide further information relating to current attainment as a minimum in core subjects.

On admission to the school each young person will complete a full baseline assessment. Data from this assessment will be distributed to staff and will reflect current cognitive ability. Where the statement or Health Care Plan indicates, or where the generic baseline assessment indicates, there will be further targeted screening, where necessary with specialist support. The baseline

data is used to set realistic targets for progress across the curriculum and in relation to the key learning needs of the individual. The targets form a key part of individual plans including education plans, behaviour plans and individual risk assessments

As a school providing for the needs of boys and girls with a range of complex social, emotional, communication learning difficulties and associated challenging behaviour, we are committed to the principle that all students, regardless of ability, race, cultural background or gender, have a right to the highest quality of education we can provide. This means that we seek to ensure; breadth and balance for all; appropriate levels of expectation and genuine challenge and relevance; continuity and progression in learning.

The aim of this school is for the pupil to achieve at least age expectations, additional support will be targeted across the curriculum to ensure that pupil's knowledge gaps are developed.

We are aware that a lively, purposeful and structured learning environment is essential in promoting high standards and good working practices. Displays of students' work, stimulus materials and appropriate resources are very important in setting standards, raising expectations and also play a key role in effective behavior management. All departments, class teachers and tutors are expected to manage their display areas effectively and to contribute to displays in public areas of the school.

The structure and organisation of the classroom is also an important factor in developing effective working methods and a positive ethos. Whilst this is left to individual teachers and departments, it is expected that classrooms are orderly environments where students can work effectively, comfortably and most importantly of all – safely. It is crucial that adequate resources are provided and are accessible, and that students treat classrooms, workshops and any other learning environments with respect. For learners who, in the past, have developed an antipathy to the standard classroom we will constantly seek opportunities to find other learning environments for example outdoor education opportunities.

Therapeutic Support and Intervention - Additional intervention may be offered at all stages through group and one to one therapeutic support, according to specific individual needs, and also through a close working partnership between home and school. We intend to have access to a range of Therapeutic Support including Art, Music and Play Therapy, Psychology, NLP, Mental Health Specialists and Counselling.

To take account of the differences and range of cognitive ability, preferred learning styles and learning needs all staff will adapt tasks, provide a range of resources, develop extension work, provide for a variety of learning styles and environments, set individual goals, provide different levels of support and offer a variety of ways for learners to demonstrate knowledge and understanding. A thorough knowledge and understanding of each learner's needs and targets is also crucial.

It is the school's responsibility to find ways of ensuring that all students are engaged in their learning, motivated and enabled to succeed. Many students will arrive at the school with negative perceptions of the mainstream curriculum. Our school will overcome those negative perceptions through flexible and innovative approaches; across the curriculum we intend to recognise the strengths and interests of each student based on a variety of baseline assessments and including dialogue with the student.

All students will be given an equal opportunity to participate. The school will provide great flexibility and a readiness to adapt strategies for teaching, learning and participation. Wave has developed a range of courses, programmes of study and teaching methods which are differentiated and tailored to the wide range of needs, abilities, interests and aspirations of our students. It also means that many features of the curriculum are common to all students. No student will be denied access to any part of the curriculum on grounds of ability.

Subject teachers are responsible for the progress of pupils in their lessons. They are trained to teach pupils with all types of additional learning requirements and are responsible for making the curriculum accessible to all pupils.

Each subject teacher is required to have long and midterm planning of work for all of its courses/programmes related, where appropriate, to the national curriculum and or examination board requirements. This planning will be followed by all teaching staff and their delivery monitored by subject leaders. Planning sets out how the content of the course is structured, so that students' skills, knowledge and understanding are developed progressively, and how the teaching is organised. These schemes of work are supported by assessment strategies and methods for ensuring standardisation of expectation and assessment.

It is accepted that teachers plan individual lessons, or sequences of lessons, in different ways and to this end the school does not prescribe a single method for short-term or long-term planning. It simply expects that such planning takes place, in sufficient detail to ensure that students achieve high standards and can achieve their potential and that the key planning requirements including specific learning objectives, planned activities and tasks and effective use of resources are considered as the bare minimum.

The SENCO is responsible for ensuring that:

- Teachers understand a pupil's needs
- Teachers are trained in meeting those needs
- Teachers have support in planning to meet a pupil's needs
- The quality of teaching for pupils

Sometimes, some pupils require additional support to make progress across the curriculum, because they are significantly below the expectations for their age. Then, the SENCO, in collaboration with the Head of English and Mathematics if appropriate, is responsible for organising intervention for an individual or small group of pupils, which might include one of these provisions, for example:

- *Additional adult support in the classroom* – classrooms have Teaching Assistants who support the teacher in helping the learning of whole classes; the SENCO also is able to direct a limited amount of 'hours' of additional adult support, in cases where there is evidence that pupils are significantly below the expectations for their age
- *Withdrawal sessions* – pupils may come out of some lessons for pre-arranged sessions with teachers or Specialist TAs on, for example, handwriting, reading, numeracy, study skills, organisation skills, social skills, etc.
- Information about the provision in individual subjects will be discussed with subject teachers or the Principal. There is a termly opportunity for this at parents' meetings, but teachers can meet with parents/carers at any point in the school year to discuss pupil progress.

- In the case of individual or small group interventions, SENCO will contact parents/carers explaining the aims of the intervention. Letters, phone-calls or emails will be used to keep parents/carers updated on their child's progress and discuss support in more detail, if required. For some interventions (for example the THRIVE emotional development and readiness for learning programme), there can be a parent information/activity ideas session during the course so that parents and carers can be fully involved.

Subject teachers are responsible for planning lessons that are accessible to and differentiated for every pupil. Pupils are entitled to participate in all areas of the curriculum and it is the subject teacher's role to differentiate resources and activities to ensure the pupil can access the learning. This can mean teachers plan:

- Visual, auditory or kinesthetic activities
- Small group or 1-1 learning with a teaching assistant (TA)
- Pre-teaching content or vocabulary
- Over-learning topics
- To provide specially targeted texts and resources appropriate for pupils' reading ages
- To provide additional apparatus or materials
- To adapt and adjust resources and materials to make them accessible for pupils with specific learning difficulties

At Key Stage 4 pupils choose from a range of GCSE and vocational courses, which help to prepare them for the next steps in their education, be that college, apprenticeships or work. Pupils and parents/carers are offered advice and careers guidance at the appropriate time to help make these important decisions- with Careers South West.

A small number of students display special talents, skills, expertise and understanding in particular areas. These include both high levels of ability in subject disciplines and in activities beyond the curriculum - sporting prowess or musical ability, for example. It is the responsibility of all staff to identify such students, to encourage their interests and to make appropriate provision for them. Such provision includes planning classroom-based work which genuinely stretches such students, and additional challenges and experiences offered through clubs, interest and support groups, and opportunities to participate in external groups, societies, teams and organisations and external visits. Opportunities to celebrate such success will include commendations in school assembly, letters of acknowledgement sent to parents and carers and records held in student's records of achievement.

Primary Department

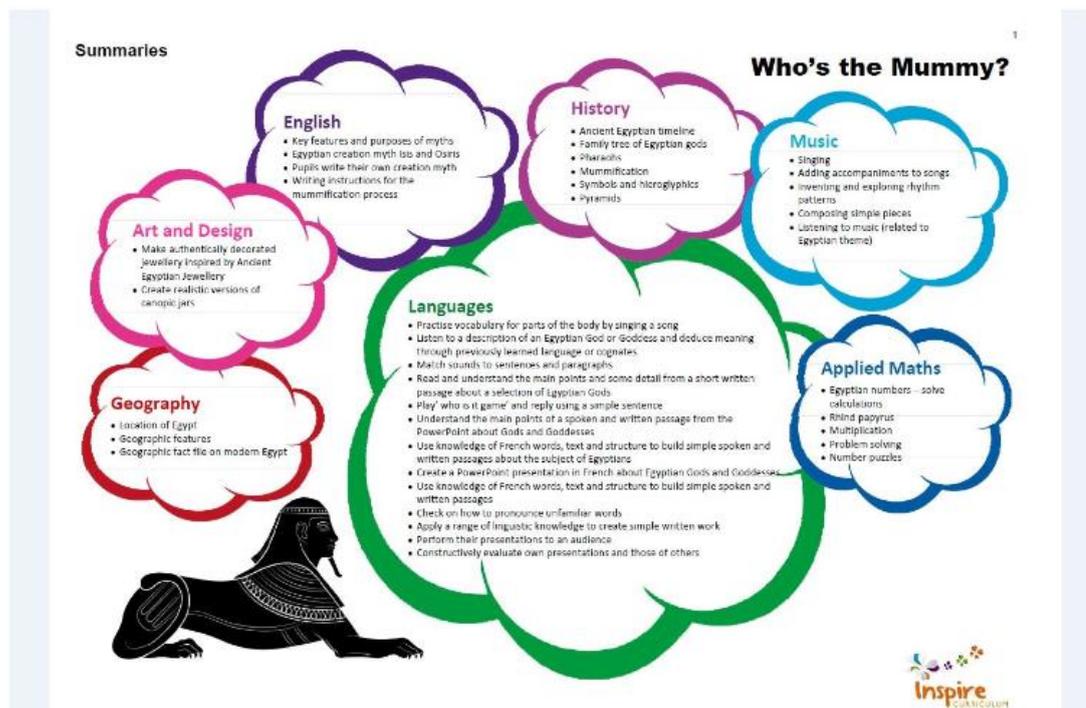
All children across our Primary provision will have access to a broad and balanced curriculum which also runs parallel to mainstream Primary settings. We offer classroom lesson opportunities and individualised learning activities which enable our students to engage in learning, with positive effects on attainment, progress and personal development (both emotional and social). We recognise the needs of all our students and staff prioritise key areas of learning, ensuring that children have genuine challenge and relevance, continuity and progression and appropriate age related expectations.

When children join us they will complete a baseline assessment to help us set realistic learning targets, ensuring that appropriate support and key learning needs are met. We also get to know

our children quickly in smaller class settings so individual behaviour plans, risk assessments and emotional development action plans further personalise their learning and timetables. Our learning opportunities are effectively differentiated, offer themes of interest, with rewarding results, and children know their next step in learning so they can also feel independent. We focus on many skills, useful in mainstream class settings, such as collaborative work so children are able to successfully reintegrate at their transition time.

As well as literacy and numeracy skills needed for life, children are encouraged to be curious and use thinking skills to innovate, be creative and problem solve, both within and outside of the classroom. To this end we have adopted the structure, ideas and resources offered by the Hamilton Trust curriculum, along with Inspire and other sources (including online) as it provides clear learning objectives and success criteria for all lessons. It is written around the Statutory 2014 Primary National Framework and is an integrated thematic curriculum which links to the wider world of work, life-skills and learning outside the classroom- therefore adding purpose to learning. Having access to Inspire, used by a large number of settings, means our children on reintegration are then also fully able to access learning styles, themed learning and subject knowledge in mainstream Primary schools.

The example summary below shows the curriculum summary for Year 6 Spring Term 1:



We will use practitioner trained online assessments to assess the children's emotional and developmental needs and ensure that we can meet these needs in order to make sure that every child is actually ready to learn, enjoys being at school, and is able to fully access all the learning opportunities we can provide.

Our nurturing, positive relational approach means that all our children also have an emotional development assessment, which leads to the creation of an action plan (these are regularly re-assessed and adjusted according to the child's readiness for learning and emotional needs). This includes individualised strategies, enabling adults to recognise children's behaviours, with

activities that help develop positive relationships, self-esteem and self-regulation in times of personal stress. Staff use the Approach to help children thoroughly explore their thoughts, feelings and how they are with others. We are also able to help schools, when children reintegrate to busy mainstream classrooms, offering staff an informative, structured and practical support package for successful transition.

We organise off site visits designed to enhance curricular and recreational opportunities, improving physical health, well-being, social skills with new and different ways to interact with peers and staff. The outdoors environment experience is maximised to provide learning that is unique in the natural environment with hands on activities, developing curiosity, enjoyment and confidence, skills and independence. Our aim is that children become more self-assured and ready to engage with life and learning.

We also provide as many outdoor education opportunities as possible to ensure that the children gain as much life experience as we can provide, as well as giving them the chance to find an area in which they naturally excel. These opportunities include swimming, sailing, surfing and forest school, for example. These facilities do not just enhance the learning opportunities for the children, but show them that, despite previous negative educational experiences, we are here to support them and help them to deal with situations that they may have found tricky in the past, whilst making education enjoyable.

Secondary Provision

Key Stage 3

Students in a Key Stage 3 group will receive a full and varied curriculum, including: English, Mathematics, Science, ICT, PSHE, Art, Food Technology, Humanities, Land-based Studies and PE including Outdoor Education. Progress in Literacy and numeracy remains a key focus during Key Stage 3. Some students will also have the opportunity to further enhance their curriculum by attending outside providers, where they are able to gain City & Guilds accreditation.

Key Stage 4

The curriculum at Key Stage 4 is often highly individualised, with a number of pupils pursuing vocational accreditation in addition to GCSE qualifications; this will ensure there is a flexibility to offer our young people a learning experience that will meet their individual needs.

The learning pathways available for the young people will comprise of Personal Development, Core Subjects and Options (a combination of Academic and Vocational) and supported by college courses and potential work experience placements. The personalised pathways are designed to meet the desired requests of the student, statutory requirements of each student's statement/Health Care Plan, and views taken from significant stake holders in young people.

The aim is to personalise the curriculum, to meet individual personal needs, engage the learners and provide maximum opportunity to achieve. All learners are challenged to make progress and achieve in their functional skills, particularly in English, Mathematics and ICT. The options provide opportunities to broaden and increase individual experience towards independence in preparation for the next life stage.

The challenge is to provide a curriculum model for our students that offers a breadth of experience and both the flexibility and choice to cope with the diversity of students' interests and

ability levels. In addition, due to start dates that may be well into the academic year students sometimes have had very limited time to complete accredited courses and qualifications.

The focus will be on offering high quality relevant public examinations with a combination of Functional Skills, Basic Skills, Wider Key Skills, Life Skills, Entry Level, GCSE's and Vocational qualifications. The core subjects will be a priority include English, Mathematics, Science and ICT at GCSE.

Core subjects English, Mathematics, and Science, Personal and Social Development (through WJEC PSD qualification) and RE (through Religious Education AQA Entry Level). Opportunities to work with others and to develop key citizenship skills are provided through a range of opportunities including ASDAN Wider Key Skills, Sports Leaders programme and Peer Mentoring opportunities.

In order to offer breadth of experience, vocational opportunities will be provided through long established partners in college and third party providers.

Functional Skills

Vocational topic based Mathematics, English and ICT support a functional skills approach delivered through the BKSB programme. This programme supports functional skills development and prepares students for the functional skills assessment leading to full accreditation. The qualification is offered from Entry Level 1 – Level 2. Final Functional Skills assessments are taken through AQA, offering 4 points of entry throughout the year with on screen access at Level 1 and 2.

Nurture Groups

The Nurture provision follows the same curriculum, which is all delivered by the Nurture teacher in the Nurture classroom. In addition this class participates in a number of group activities to build self-confidence and teamwork.

In addition all the students get opportunities to participate in a range of outdoor activities which focus upon teambuilding and developing communication skills with their peers.

Nurture groups were established in Wave, with the underlying philosophy that children who are exhibiting SEBD behaviour are experiencing emotions and behaviours that are rooted in earlier developmental stages and are inappropriate for their chronological age. Furthermore, the lack of developmentally necessary experience means that the social and psychological foundations for learning are not laid down. The main theory underpinning our Nurture Groups is that of Attachment Theory. This refers to the dynamic relationship between children and their caregivers. Inadequate or disrupted relationships have left the young people stuck at an earlier developmental stage.

In general, young people taken into the groups do not engage successfully with people and/or events. They tend to fall under one or more of the following broad headings:

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- Isolated and withdrawn from others.
 - Craving affection, and making indiscriminate and short lived attachments.
 - Pre-nursery behavioural features and immature dependent relationships.
 - Limited or under-developed play/language/motor development etc.

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- Under developed social relationships; can't share; resists control; interfering and disruptive; poor tolerance for frustration, disappointment or failure; may have temper tantrums.
 - Resistive, manipulative and/or explosive behaviour in children who are in other ways underdeveloped and show features of dependency.
 - Problems of attention to and concentration on age appropriate activities in general.

English

We believe that equipping students with the tools of literacy is an essential part of their success. To this end, English is taught daily throughout the school as a discrete subject. In KS2 and 3 students are taught in small groups, this allows us to focus our teaching on the bespoke learning needs of students.

Writing is taught through grammar work but also through texts and tasks which can interest and stimulate our students' imaginations.

Baseline assessments are administered on entry and progress is tracked half termly. In this way we can measure improvement and set bespoke learning goals to ensure our students are covering any gaps in their learning. Our students are encouraged to self-assess, review their work and work with others to improve their learning.

We use ICT widely as a tool for learning, an aid to communication and to develop more sophisticated writing skills. Understanding that ICT is such an important element of modern life, we encourage the combination of language and ICT skills in tandem.

In KS4 students are encouraged to use their literacy skills to understand the world around them. Through different GCSE specifications we can ensure our students continue their previous learning and work towards relevant and individual targets. Real world texts and situations are used to give them the skills they need to succeed in life. The English curriculum has at its core a commitment to reading high quality texts that challenge all pupils.

We work in close cooperation with our partner schools to link to the learning that has previous taken place. Students in Year 11 are enabled to continue towards their specific exam even when referred to us late in the academic year. We accommodate this through close liaison with our host schools; subject teachers make regular contact with subject department leaders of the referring school.

Our ability to offer small group teaching and strong individual support, together with positive communication with the referring schools, establishes a platform to narrow the gap between our pupils and those who have more successfully negotiated mainstream education.

Mathematics

The definition of mathematics is the study of numbers, quantities and shapes. Mathematics is all around us, in everything we do. Our aim is to enable our pupils to make sense of the world around us, through studying mathematics, and by developing their ability to calculate, reason and solve problems.

To facilitate this, we need to:

- Identify and fill gaps in working knowledge

- Tackle misconceptions
- Develop and emphasize correct use of mathematical vocabulary
- Encourage clear explanations of calculations (verbally and written).

We aim to:

- Promote confidence, competence and fluency with numbers and the number system.
- Enable pupils to use proportional reasoning with fractions, decimals, percentages and ratio.
- Develop a practical understanding of gathering, processing, analysing and interpreting information.
- Explore features of geometry and measures in a range of contexts.
- Encourage pupils to evaluate risk by understanding probability and chance.
- Promote enjoyment and enthusiasm for learning through practical activity, exploration and discussion.
- Understand the importance of mathematics in everyday life.

At Key Stage 4 pupils' follow a course in AQA GCSE Mathematics (Foundation or Higher Tier as appropriate for the individual). Alternative or additional qualifications are offered to cover Functional Skills at Entry Level 1, 2, 3 and Levels 1 and 2.

Above all else, our aim is to create a safe and positive learning environment where pupils are comfortable enough to make mistakes, and learn from them, and feel valued as the individuals they are.

Science

In science we encourage students to be interested and inquisitive about the world around them. We are all committed to working collaboratively to ensure that students in our care reach their potential.

Wherever possible science students should have opportunities to learn the content they need to be successful in public exams and also to have the chance to embark on science practical activities that they enjoy. Whether this is dissecting animal organs, mixing chemicals in a safe manner, exploring light or designing experiments the main focus should be on encouraging them to develop and explore a passion for science.

Science lessons should meet the needs of the individuals in the classroom. This will involve, at different times, adapting tasks, providing different resources, developing extension work, providing a variety of learning styles and environments, setting individual goals, giving different levels of support, and offering a variety of ways to demonstrate knowledge and understanding.

Science classrooms should have a lively, purposeful and structured learning environment as this is essential in promoting high standards and good working practices. Displays of students' work, stimulus materials and appropriate resources are very important in setting standards, raising expectations and also play a key role in effective behaviour management.

The science curriculum must help students to:

- re-engage with learning through a flexible curriculum approach
- help students develop personal moral values
- help students understand the world in which they live
- achieve high standards and make good or outstanding progress

- enable those not achieving expectations to narrow the gap and catch up with their peers
- enter public examinations when they are ready for them
- utilise high quality personal, learning and thinking skills and become independent learners
- utilise high quality functional skills, including key literacy, numeracy and computing skills
- be challenged and stretched to achieve their potential
- enjoy and be committed to learning
- value their learning outside of the curriculum
- relate to the taught curriculum

KS3 Science

In KS3 students follow the DFE Programme of Study for science.

Overview of topics taught in KS3:

- | | |
|---|---|
| <ul style="list-style-type: none"> • Scientific attitudes • Experimental skills and investigations • Analysis and evaluation • Measurement • The particulate nature of matter | <ul style="list-style-type: none"> • Observed waves • Sound waves • Energy and waves • Light waves • Current electricity • Static electricity • Magnetism • Energy in matter • Space physics • Physical changes • Particle model • Cells and organisation • The skeletal and muscular systems • Nutrition and digestion • Gas exchange systems • Reproduction • Health • Photosynthesis • Cellular respiration • Relationships in an ecosystem • Inheritance, chromosomes, DNA and genes |
| <ul style="list-style-type: none"> • Atoms, elements and compounds • Pure and impure substances | |
| <ul style="list-style-type: none"> • Energetics • The Periodic Table • Materials • Chemical reactions • Earth and Atmosphere • Energy • Energy changes and transfers • Calculation of fuel uses and costs in the domestic context • Changes in systems • Describing motion • Forces • Pressure in fluids • Balanced forces • Forces in motion | |

KS4 Science

Most KS4 students at present follow an AQA science GCSE course which gains them one GCSE grade at the end of Year 11.

Upon joining KS4 Science each young person will complete a full baseline assessment. The baseline data is used to set realistic targets for progress in science and in relation to the key learning needs of the individual.

Overview of topics taught in KS4

- | | |
|---|--|
| <ul style="list-style-type: none"> • Keeping healthy | <ul style="list-style-type: none"> • Changes in the earth and its |
|---|--|

- Nerves and hormones
- The use and abuse of drugs
- Interdependence and adaptation
- Energy and biomass in food chains
- Waste materials from plants and animals
- Genetic variation and its control
- Evolution
- The Fundamental ideas in chemistry
- Limestone and building materials
- Metals and their uses
- Crude oil and fuels
- Other useful substances from crude oil
- Plant oils and their uses
- atmosphere
- The transfer of energy by heating processes
- Energy and efficiency
- Usefulness of electrical appliances
- Methods used to generate electricity
- Waves and their uses
- Planning an investigation
- Assess and manage risks in practical work
- Making measurements
- Presenting data
- Using primary and secondary data to draw conclusions
- Evaluation
- Societal aspects of scientific evidence
- Limitations of scientific evidence

Evaluation and review

This Policy will be reviewed annually.