THE Inspire & Achieve FOUNDATION

# TEACHING, LEARNING & ASSESSMENT POLICY 2026-2027



# Teaching, Learning and Assessment Policy

**1. Purpose and Scope**

This policy sets out how The Inspire and Achieve Foundation (IAF) ensures consistently high-quality teaching, learning and assessment in line with the Ofsted Education Inspection Framework (EIF) for post-16 education and training.

The policy applies to all teaching, training, assessment and support activity delivered by IAF and supports the organisation's commitment to:

- High expectations for all learners
- Personalised learning and progression
- Inclusive practice and equality of opportunity
- Continuous quality improvement

The policy underpins the EIF Quality of Education judgement, focusing on intent, implementation and impact.

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**2. Curriculum Intent**

IAF is committed to providing an ambitious, inclusive, and well-sequenced curriculum designed to meet the needs of young people who are not currently in education, employment, or training (NEET). Our curriculum aims to re-engage learners who may have become disengaged from traditional education or work, and to help them overcome personal, social, or academic barriers.

We focus on:

- Meeting individual learner needs and starting points through personalised learning pathways
- Developing vocational competence, employability skills, and independence to prepare learners for the world of work
- Supporting progression to further learning, training, or sustainable employment opportunities
- Embedding English, mathematics, and digital skills to ensure learners are confident and equipped for real-world challenges
- Promoting personal development, confidence, resilience, and the skills to navigate life beyond the classroom

Our curriculum is informed by local, regional, and national priorities, as well as learner voice, employer engagement, and destination outcomes. Through this approach, we aim to empower learners to overcome challenges, realise their potential, and successfully transition into further education, training, or employment.



Owner: Jaye Crew
Created: April 2020
Reviewed: Jan 2026
Review due: Jan 2027

## 3. Planning for Learning and Meeting Learners' Needs

Teaching and learning are carefully planned to ensure that all learners make strong progress from their individual starting points.

### 3.1 Initial and Diagnostic Assessment

- All learners complete a comprehensive assessment of needs at the start of their programme.
- BKSB and other diagnostic assessments are mandatory to establish accurate English and mathematics starting points.
- Information gathered from registration, interviews, initial assessments, and induction activities is used to inform personalised planning, support strategies, and target-setting.

### 3.2 Planning Expectations

- Schemes of Work and Lesson Plans:
    - Are clearly sequenced and ambitious, providing learners with coherent learning pathways
    - Set out clear, measurable learning outcomes
    - Reflect both qualification requirements and learners' starting points
- Learning outcomes and activities are adapted to ensure all learners can achieve and make meaningful progress.
- Planning explicitly identifies opportunities to develop:
    - English and mathematics skills
    - Digital literacy and competency
    - Employability, independence, and self-directed learning skills

Learners are made aware of lesson objectives, programme requirements, and expected standards of work, ensuring transparency, clarity, and ownership of their learning journey.

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## 4. Implementation: Managing and Delivering Learning

Teaching practice at IAF is expected to be consistently effective, learner-focused, and aligned with the charity's curriculum intent.

### 4.1 Lesson Management

- Registers are completed at the start of each session to ensure accurate attendance records.
- Sessions start and finish on time and follow a clear, structured format.
- Lessons are planned to:
    - Begin with a recap of prior learning to reinforce knowledge and skills
    - Share clear, measurable learning outcomes with learners
    - Build knowledge and skills progressively throughout the session
    - Maintain an appropriate pace to meet learner needs



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- Conclude with a summary that consolidates learning and identifies next steps

**4.2 Teaching Practice**

- Teaching is engaging, inclusive, and appropriately challenging to meet diverse learner needs.
- A range of teaching strategies is employed to ensure accessibility and active participation.
- Learners are actively involved, encouraged to contribute, and supported to take ownership of their learning.
- Regular checks for understanding are embedded throughout sessions to monitor progress and inform teaching.

Where appropriate, teaching also embeds and reinforces:

- Safeguarding and e-safety principles
- The Prevent duty and fundamental British values
- Equality, diversity, and inclusion
- English, mathematics, and digital skills

Teachers maintain an environment of mutual respect, actively challenge discrimination, and promote positive relationships to ensure a safe and supportive learning environment.

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**5. Quality of Learning and Learner Behaviour**

**Learners are expected to:**

- Attend regularly and punctually
- Be prepared and ready to learn
- Engage positively with all learning activities
- Take responsibility for their own progress, behaviour, and personal development

**Learning activities are designed to encourage:**

- Independent learning and self-directed study
- Collaborative working and peer support
- Reflection on learning, progress, and personal goals

**Support for learners:**
Teaching, learning support, and pastoral care work together to remove barriers to learning and promote achievement. At IAF, we take a trauma-informed approach to behaviour and self-regulation, ensuring that all learners receive understanding and support tailored to their individual needs.

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## 6. Learning Resources

IAF ensures that learning resources support high-quality, inclusive, and engaging education for all learners.

- A wide range of accessible and inclusive resources are used to meet diverse learner needs and starting points.
- Activities and resources are adapted to stretch and challenge learners of all abilities, encouraging progression and achievement.
- Practical and realistic learning environments are utilised where appropriate to enhance vocational, employability, and independent learning skills.
- Digital technologies are integrated effectively to enrich teaching and learning, support learner engagement, and develop essential digital competencies.

All learning resources are used in accordance with Health and Safety requirements, and learners are made aware of their responsibilities in maintaining a safe and productive learning environment.

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## 7. Assessment, Feedback, and Recording Progress

Assessment at IAF is designed to support learning, measure progress effectively, and help learners achieve their full potential.

### 7.1 Assessment Principles

- Assessment is planned, purposeful, and integrated into teaching and learning.
- A combination of formative and summative assessment methods is used to monitor progress and understanding.
- Assessment for learning encourages learners to reflect on their performance and make improvements.

### 7.2 Feedback Expectations

- Feedback is timely, constructive, and accessible to all learners.
- Both written and verbal feedback is used to support improvement, skills development, and employability.
- Feedback addresses spelling, punctuation, and grammar (SPAG) to enhance literacy and professional communication.
- The Yellow Box Marking approach is used to:
    - Identify one focused area for improvement
    - Avoid overwhelming learners with too many corrections
    - Support meaningful redrafting and skill development
- Assessors use an agreed colour-coding system, clearly explained to learners and monitored through Internal Quality Assurance (IQA) processes.



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**7.3 Recording Progress**

- Learner progress is recorded using organisational systems (e.g., Lamplight, King's Trust trackers).
- Learners are fully aware of their qualification aims, current progress, and next steps in learning.
- Plagiarism and malpractice are strictly prohibited and managed in line with the Malpractice Policy.

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**8. Support and Guidance for Learners**

Learners receive appropriate academic, pastoral and personal support.

- Individual learning plans and regular reviews support progress
- Support is responsive, accessible and tailored to need
- Learners requiring additional support are referred to:
    - IAF mentors
    - Emotional Literacy Support Assistants
    - Specialist staff
    - External agencies where appropriate

Reasonable adjustments are made in line with policy and assessment requirements.

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**9. Equality, Diversity and Inclusion (EDI)**

IAF is committed to inclusive practice and equality of opportunity.

- All learners receive fair and equitable access to education and support
- Teaching and resources reflect diversity and promote inclusion
- Discrimination, harassment or victimisation is challenged

Provision is aligned with the SEND Code of Practice, and learners with additional needs are supported through reasonable adjustments and targeted interventions.

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**9a. Special Educational Needs and Disabilities (SEND)**

The Inspire and Achieve Foundation is committed to meeting its statutory duties under the SEND Code of Practice (2015**)** and ensuring that learners with special educational needs and/or disabilities are supported to achieve their full potential.

**Identification of SEND**

- SEND needs are identified through:

    - Application and enrolment processes
    - Initial and diagnostic assessments
    - Disclosure by learners
    - Ongoing observation and review
    - Referrals from the local authority
- SEND support is provided to learners with and without Education, Health and Care Plans (EHCPs**)**

**Planning and Teaching for SEND**

- Teaching staff use adaptive teaching strategies to meet SEND needs within the classroom
- Reasonable adjustments may include:
    - Modified learning materials
    - Assistive technologies
    - Adjusted teaching approaches
    - Additional time or alternative assessment methods
- SEND support is embedded within teaching and learning, not treated as an add-on

**Support and Review**

- Learners with SEND have agreed support strategies recorded within individual learning plans
- Support arrangements are reviewed regularly to ensure effectiveness
- Learner voice is central to SEND review and improvement

**Roles and Responsibilities**

- SEND Leader: Jaye Crew, King's Trust and Alternative Provision Delivery Partner Manager, oversees SEND provision, quality and compliance
- Teaching staff are responsible for implementing agreed adjustments
- The Quality and Compliance Manager monitors the impact of SEND provision through quality assurance activities

**Staff Training**

- Staff receive ongoing training to develop confidence in inclusive and adaptive teaching
- SEND practice forms part of CPD, learning walks and lesson observations

**Monitoring Impact**

- Progress and achievement of learners with SEND are monitored and analysed
- SEND outcomes inform curriculum development, SAR and QIP processes

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**10. Evaluation of Teaching, Learning and Curriculum**

Quality assurance activities ensure continuous improvement.

- Teaching and learning are monitored through:
    - Learning walks

    - Lesson observations
    - Review of learner work
    - Learner voice activities
    - Staff Appraisals
- Course evaluation informs:
    - Self-Assessment Reports (SAR)
    - Quality Improvement Plans (QIP)
    - Curriculum development

Impact is measured through learner progress, achievement and destinations.

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**11. Roles and Responsibilities**

**Senior Leadership Team (SLT)**

- Provide strategic leadership and oversight to ensure high standards of teaching, learning, and learner outcomes
- Develop, implement, and monitor organisational policies, ensuring alignment with mission and values
- Support the effective recruitment, deployment, and professional development of staff to optimise organisational performance
- Analyse performance data to inform decision-making, identify improvement priorities, and track progress
- Foster a positive, inclusive, and safe learning environment, modelling organisational values and culture
- Lead initiatives for quality improvement, innovation, and organisational growth

**KING'S TRUST AND ALTERNATIVE PROVISION DELIVERY MANAGER**

- Lead quality improvement initiatives across teaching, learning, and curriculum delivery
- Develop and maintain a coherent, high-quality curriculum that meets statutory requirements and the needs of all learners
- Monitor and evaluate teaching standards, learner progress, and outcomes to drive continuous improvement
- Use assessment and performance data to inform curriculum planning, interventions, and enhancements
- Oversee staff development, providing coaching, mentoring, and CPD opportunities to improve teaching and learning
- Ensure that curriculum delivery reflects best practice, including trauma-informed approaches to behaviour and regulation

**Teaching and Training Staff**

- Deliver teaching in line with the charity's curriculum, policies, and standards, ensuring lessons are engaging, inclusive, and effective.
- Plan and prepare lessons that meet the needs of all learners, differentiating to support varying abilities, learning styles, and additional needs.

- Maintain high expectations for learner behaviour, engagement, and achievement, fostering a positive and safe learning environment.
- Assess, monitor, and record learner progress regularly, using data to inform planning, intervention, and personalised support.
- Provide constructive feedback to learners to support their academic and personal development.
- Engage in Continuing Professional Development (CPD) and quality improvement activities, including lesson observations, peer mentoring, and training sessions.
- Collaborate with colleagues, learning support staff, and pastoral teams to ensure coordinated approaches to learning, wellbeing, and behaviour management.
- Implement trauma-informed approaches to behaviour and regulation where appropriate, ensuring learners feel supported and understood.
- Communicate effectively with learners, families, and stakeholders to share progress, celebrate achievements, and address concerns.
- Contribute to the wider life of the charity, including enrichment programs, community engagement, and organisational improvement initiatives.

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**12. Implementation and Review**

This policy is implemented through staff induction, CPD and quality assurance processes.

The policy is reviewed annually or in response to changes in statutory or regulatory requirements.



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