

IMPACT ALTERNATIVE LEARNING – TEACHING & LEARNING POLICY

Impact Alternative Learning is committed to delivering a high-quality, inclusive and ambitious education for all pupils aged 5–19.

Our approach is built upon:

- Engagement precedes attainment
- Relationships precede regulation
- Regulation precedes learning

Teaching is relational, adaptive, structured and purposeful. All staff are responsible for ensuring teaching meets individual needs and promotes progress.

AIMS AND PURPOSE

- Deliver consistent, high-quality teaching
- Re-engage learners with education
- Support progress from individual starting points
- Prepare learners for adulthood, employment and further education
- Provide a safe, structured and supportive learning environment

STATUTORY FRAMEWORK

This policy is informed by:

- Keeping Children Safe in Education (KCSIE) 2025
- Education Inspection Framework (EIF)
- SEND Code of Practice (2015)
- Equality Act 2010
- Children and Families Act 2014

Safeguarding underpins all teaching practice.

CONTEXT

Impact operates across:

Ashton: KS3/4 & Post-16

Mossley: KS1/2

Class sizes: 1–5 learners

Learners may present with SEMH, trauma, SEND, school refusal or disrupted education histories.

CURRICULUM INTENT

The curriculum is designed to:

- Re-engage learners
- Develop literacy and numeracy
- Build independence
- Provide vocational opportunities
- Prepare for adulthood

CURRICULUM IMPLEMENTATION

Core:

- Functional Skills English & Maths

Vocational:

- Boxing
- Mechanics
- Beauty
- Music/DJ

Qualifications:

- ASDAN
- AQA Unit Awards

Weekly model:

Tue/Thu = core subjects

Wed = vocational

Fri = SEMH/trips

DAY STRUCTURE

09:45 arrival + breakfast

10:00 lessons

45-minute lessons / 15-minute breaks

14:00 finish

Structure supports routine, engagement and regulation.

TEACHING APPROACH

- Relationships first
- Clear structure and routines

- Adaptive teaching
- Engaging, practical learning
- High expectations

ADAPTIVE TEACHING

Includes differentiation, scaffolding, visual support, flexible pacing and 1:1 support where required.

BEHAVIOUR FOR LEARNING

Behaviour is communication.

Staff use:

- De-escalation
- Consistency
- Calm responses

Focus is on regulation before consequence.

ASSESSMENT

Includes baseline, formative, accreditation and progress tracking.

Assessment informs planning and support.

SEND

All learners supported through EHCPs, ILPs and provision maps.

Teaching is personalised to ensure access and progress.

SAFEGUARDING

Embedded in all teaching.

Staff must remain vigilant and report concerns immediately.

QUALITY ASSURANCE

Monitoring includes:

- Learning walks
- Observations
- Work scrutiny
- Pupil voice

CPD

Staff receive ongoing training in safeguarding, behaviour, SEMH and curriculum delivery.

CONCLUSION

Impact delivers a structured, relational and adaptive approach to teaching and learning, ensuring all learners are supported to re-engage, progress and prepare for their future.