TEACHING AND LEARNING POLICY

Ambitious, accessible lessons and evidence of growing knowledge

EFFECTIVE: SEPTEMBER 2026 | REVIEW: SEPTEMBER 2027 | IMPACT AP

1 | PURPOSE AND ENTITLEMENT

Deliver purposeful learning that builds knowledge, skills, confidence and independence through commissioned AP. Maintain ambitious expectations while adapting access and pace. Use the Curriculum, Assessment and SEND policies and each learner's programme. Practical, creative and vocational learning must have an identifiable educational purpose rather than functioning only as occupation or behaviour management.

2 | KNOWING STARTING POINTS

Review prior work, baseline assessment, learner interests, communication needs, EHCP provision and professional advice before planning. Identify specific knowledge gaps and strengths without assuming age or diagnosis establishes ability. Staff must understand relevant medical and safeguarding controls. Use observation and discussion to refine starting points rather than relying on a single test.

3 | PLANNING A SEQUENCE

State what learners should know or do, how the lesson connects with earlier learning and the evidence that will show progress. Identify key vocabulary, suitable resources and realistic practice tasks. Sequence from explanation and modelling to supported application and increasing independence. Keep intended outcomes distinct from a list of activities or equipment.

4 | EXPLICIT TEACHING AND MODELLING

Explain new ideas clearly, demonstrate practical steps safely and make thinking visible through examples. Check that learners can see, hear and understand the demonstration. Break instructions into manageable parts and revisit important vocabulary. Use worked examples and purposeful repetition without assuming that passive watching establishes understanding.

5 | ADAPTATION AND CHALLENGE

Offer visual supports, communication aids, movement breaks, alternative recording, scaffolds and suitable grouping according to individual need. Adjust the route into learning while preserving meaningful challenge. Remove prompts gradually when evidence shows readiness. A learner's behaviour or speech does not justify repeatedly assigning work with no progression or age-respectful purpose.

6 | LEARNING CLIMATE AND RELATIONSHIPS

Use predictable routines, respectful language and clear boundaries. Build trust, acknowledge distress and respond through agreed regulation and behaviour strategies. Invite questions and mistakes as part of learning. Avoid humiliation, public comparison or forced personal disclosure. Staff maintain professional boundaries and use safeguarding routes when a learning conversation reveals harm.

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7 | CHECKING UNDERSTANDING

Use short questions, discussion, practical demonstration, retrieval and work samples during lessons. Check the learner's explanation or application rather than asking only whether they understand. Record significant misconceptions and adapt teaching promptly. Include delayed recall and transfer to a changed example where appropriate; successful copying alone is not evidence of secure learning.

8 | FEEDBACK AND EVIDENCE

Give specific, usable feedback and time to act on it. Capture dated evidence of the intended outcome, including oral or practical achievement, with the level of support recorded. Follow photography and data-protection rules. Separate engagement and effort from mastery while recognising both. Keep assessment records proportionate and useful for the next teaching decision.

9 | PRACTICAL AND OFF-SITE DELIVERY

Check equipment, space, supervision and activity competence before use. Teach safe routines explicitly and adapt tools and tasks where needed. External instructors and mentors must know the learning aim and relevant learner support. Record learning from visits and vocational sessions; attendance at an activity alone does not establish curriculum coverage or qualification achievement.

10 | PROFESSIONAL REVIEW

Staff reflect on what learners understood, which support worked and what comes next. Leaders sample teaching, work and learner voice through supportive quality assurance. Share effective strategies and address gaps through coaching, resources or training. Review missed learning and changing needs with commissioners and families, keeping safeguarding action separate and immediate where required.

11 | POLICY CONTROL AND REVIEW

Policy owner: Kate Willis, Principal and Proprietor. Effective date: September 2026. Scheduled review: September 2027, or sooner after relevant changes, incidents or feedback. Record actual governance approval and implementation decisions and brief staff on their duties. These policy dates do not assert that approval, staff training or operational checks have already occurred. Use the Complaints or independent reporting route for concerns about implementation.

12 | SOURCES AND RELATED DOCUMENTS

Impact Curriculum, Assessment, SEND, Internal Quality Assurance and Behaviour policies.

Applicable subject schemes, learner programmes and qualification specifications.

Check current versions and apply according to Impact's legal and commissioning status.