

Teaching and Learning Policy

Aligned with Ofsted, NCFE, SEND Code of Practice, Equality Act, and KCSIE

This is a controlled document and, as such, will be kept read only. Any changes must be approved by the Author.

Author	Version No	Date Approved	Review Date
Adam Smyth	V1.0	November 2024	November 2025
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TEACHING AND LEARNING POLICY

1. VISION

Hatfield Wick Education (HWE) is dedicated to providing all learners with access to high-quality education and training. Our aim is to equip learners with the skills, knowledge, and confidence required to thrive in school, work, and life. By fostering an inclusive and supportive learning environment, we empower learners to achieve personal success and contribute meaningfully to their families and communities.

2. RATIONALE

This policy ensures a consistent approach to delivering high-quality teaching and learning across all programmes. It reflects our commitment to promoting learner engagement, achievement, and lifelong skills, ensuring compliance with statutory and regulatory standards.

This policy operates in line with Keeping Children Safe in Education (KCSIE), the Equality Act 2010, the SEND Code of Practice, relevant Department for Education statutory guidance, and awarding organisation requirements where applicable.

3. AIMS

Our teaching and learning policy is designed to:

- 3.1 Provide consistently high-quality teaching and learning experiences for all learners.
- 3.2 Support tutors in delivering effective, engaging, and inclusive lessons.
- 3.3 Equip learners with the skills and knowledge needed for lifelong success.
- 3.4 Foster a love of learning, promoting curiosity and critical thinking.
- 3.5 Offer an inclusive education that respects and values all cultures.
- 3.6 Ensure differentiation to meet diverse learning needs, including those with SEND.
- 3.7 Create a safe, nurturing, and happy environment conducive to learning.
- 3.8 Raise achievement levels, enabling learners to excel academically and personally.
- 3.9 Promote collaboration and shared good practices among tutors.

4. PLANNING AND PREPARATION

To ensure effective teaching and learning:

- 4.1 **Lesson Planning:** Lessons are planned to meet diverse learning needs through differentiation, including task, pace, outcome, and support.
- 4.2 **Resources and Visual Aids:** Materials and visual aids are prepared in advance to support learning objectives.

- 4.3 **Evaluation:** Tutors evaluate lesson effectiveness and use feedback to inform future planning.
- 4.4 **Inclusion:** Lessons are tailored to accommodate learners with SEND through mastery approaches and reasonable adjustments.

Planning reflects the graduated approach of Assess, Plan, Do, Review where learners have identified SEND, in line with statutory guidance.

5. DELIVERY OF TEACHING AND LEARNING

5.1 Differentiation and Inclusion

- Tutors cater to individual learning styles and abilities by differentiating activities and outcomes.
- The curriculum is adapted for learners with SEND in line with the **SEND Code of Practice**.

5.2 Engagement Strategies

- Active learning methods, including discussions, group activities, and problem-solving, are prioritised.
- Visual, auditory, and kinaesthetic resources are integrated to engage all learners.

5.3 Assessment for Learning (AfL)

- Continuous formative assessment ensures that learners receive timely, constructive feedback to improve.
- Learners are encouraged to take ownership of their learning through self-assessment and peer feedback.
- Assessment practices align with awarding organisation requirements where qualifications are regulated, and assessment integrity must be maintained at all times.

6. FEEDBACK AND REPORTING

6.1 Individual Feedback

- Tutors update Individual Learner Logs after every session to track progress.
- Feedback highlights strengths and identifies specific areas for improvement.

6.2 Parental Engagement

- Parents receive regular formal feedback, as directed by the Executive Directors.
- Open communication with parents supports learner progress and well-being.

7. SAFEGUARDING AND SEND CONSIDERATIONS

7.1 Safeguarding Alignment

- Teaching practices comply with **Keeping Children Safe in Education (KCSIE)** to ensure a safe learning environment.
- Tutors are trained to identify and respond to safeguarding concerns.
- Any safeguarding concern identified during teaching activities must be recorded and reported to the Designated Safeguarding Lead (DSL) in accordance with the Safeguarding and Child Protection Policy.

7.2 SEND Adjustments

- Reasonable adjustments, such as modified materials or alternative teaching methods, are provided to meet individual learner needs.
- Tutors work closely with the SEND Coordinator to implement tailored support plans.
- Reasonable adjustments must not compromise the standards of regulated qualifications and will be implemented in accordance with awarding organisation guidance where applicable.

8. PROFESSIONAL DEVELOPMENT AND COLLABORATION

- Tutors participate in ongoing professional development to enhance teaching skills and stay updated on best practices.
- Collaborative planning and peer observations promote shared learning and innovation.

9. MONITORING AND QUALITY ASSURANCE

9.1 Observation and Review

- Regular lesson observations ensure teaching standards are upheld.
- Feedback from observations informs continuous improvement plans.

9.2 Learner Voice

- Learner feedback is collected to assess teaching effectiveness and adapt practices accordingly.

Monitoring activities form part of the wider quality assurance framework and may include internal verification, curriculum review, and external quality assurance processes where required.

10. POLICY REVIEW

This policy is reviewed annually to reflect changes in legislation, Ofsted criteria, or institutional priorities.

11. CHANGES TO THIS POLICY

HWE reserves the right to update this policy as needed. Substantial updates will be communicated to staff and stakeholders.