Kernow Tuition – Curriculum, Learning & Teaching Policy

Responsibility for review of the policy	Date of Approval	Date of Review (Annual)
Fay Morris	01.10.2025	31.09.2026

1. Purpose

Kernow Tuition is dedicated to providing one-to-one tuition that is academically rigorous, personalised, and engaging. Our mission is to unlock individual potential, boost confidence, and inspire a lifelong love of learning. This policy sets out how we design, deliver, monitor, and evaluate the curriculum, learning, and teaching to achieve these aims, ensuring compliance with statutory requirements and best practice guidance.

2. Scope & Learner Range

This policy applies to learners aged 7–17 engaged in one-to-one tuition covering all primary subjects, secondary English, Maths, Science, Functional Skills, GCSE preparation, and SATs. Tuition is delivered by employed tutors in the centre, students' homes, schools, or online. The policy applies to all learners, including those with SEND, and to all staff responsible for teaching and learning.

3. Legal & Regulatory Framework

Kernow Tuition ensures all curriculum and teaching practice complies with:

- National Curriculum (2014)
- SEND Code of Practice (2015)
- Equality Act (2010)
- Children and Families Act (2014)
- Keeping Children Safe in Education (KCSIE 2024)
- Working Together to Safeguard Children (2018)
- Data Protection Act (2018) & UK GDPR All tutors are trained in these frameworks, ensuring inclusive, safe, and effective teaching.

4. Curriculum Principles

4.1 Personalisation: Every learner is treated as an individual; teaching is tailored to pace, style, strengths, and challenges.

4.2 High-quality teaching: Tutors plan engaging sessions, build deep subject knowledge, and use evidence-based strategies that promote critical thinking and resilience.

4.3 Learner-centred: Learners, families, and schools are involved in shaping learning goals and progress.

4.4 Coherence: Learning is planned systematically, building on prior knowledge and reinforcing key concepts.

4.5 Alignment with national standards: Curriculum aligns with the National Curriculum, GCSE/Functional Skills specifications, and SATs requirements.

4.6 Access and inclusion: All learners, including those with SEND, have full access, reasonable adjustments, and high expectations of achievement.

4.7 Holistic development: Teaching supports confidence, self-belief, resilience, and a love of learning.

4.8 Safeguarding and wellbeing: Curriculum planning promotes safe learning, resilience, emotional wellbeing, and is aligned with safeguarding obligations.

5. Curriculum Design & Delivery

5.1 Initial assessment: Each learner undertakes a baseline assessment to evaluate knowledge, skills, learning style, and prior attainment.

5.2 Learning plan: Tutors collaborate with learners and parents/guardians to create bespoke Learning Plans with clear objectives, success criteria, and review schedules.

5.3 Session planning: Each session is carefully planned with learning intentions, resources, differentiation, scaffolding, challenge, and opportunities for practice and review.

5.4 Pacing & progression: Tutors adapt the pace, revisiting concepts as needed to prevent gaps and support mastery.

5.5 Active learning: Sessions encourage dialogue, questioning, reflection, and learner autonomy.

5.6 Feedback & consolidation: Sessions conclude with reflection, addressing misconceptions, reinforcing learning, and setting next steps.

5.7 Resource selection: High-quality, evidence-aligned materials are used and adapted for learner needs and preferences.

5.8 Learning environment: Whether in-centre, at home, school, or online, the environment is safe, supportive, focused, and inclusive.

6. Roles and Responsibilities

   6.1 Senior Leadership Team (SLT): Ensure staffing, CPD, monitoring of curriculum quality, and review of outcomes.

   6.2 Tutor: Design, deliver, and evaluate sessions; maintain records; liaise with parents/guardians, SLT, and schools; adapt to learner needs; comply with safeguarding and SEND guidance.

   6.3 Parent/Guardian: Support learning at home, engage in reviews, and share relevant information.

   6.4 Learner: Engage actively, reflect on learning, set personal goals, and provide feedback.

   6.5 Quality Assurance: SLT oversees implementation via session observations, sample reviews, learner voice, and progress tracking.

7. Monitoring, Review & Assessment

   7.1 Regular reviews: Learning Plans are formally reviewed termly or more often if required.

   7.2 Progress tracking: Session outcomes, target attainment, confidence, behaviour, and learning behaviours are recorded.

   7.3 Adaptation: Interventions are adjusted if progress is slower than expected, including additional support or alternative strategies.

   7.4 Reporting: Tutors provide periodic reports to parents/guardians summarising progress, next steps, and areas of strength.

   7.5 Evaluation: SLT reviews aggregated data to monitor curriculum effectiveness, identify trends, share best practice, and allocate resources.

8. Professional Development & Tutor Compliance
- Tutors participate in ongoing CPD relevant to subject and pedagogy.
- Mandatory training includes: safeguarding (KCSIE), SEND awareness, equality & inclusion, and evidence-based teaching strategies.

- Tutors are observed periodically to ensure adherence to Kernow Tuition's high standards.
- Records of CPD completion and observations are maintained centrally for accountability.

9. Multi-Agency Collaboration
- Tutors liaise with schools, SENCOs, and local authorities to ensure continuity for learners with SEND or commissioned placements.
- Information sharing is undertaken with consent and in line with safeguarding and data protection requirements.
- Participation in multi-agency meetings supports consistent intervention and progress monitoring.

10. Policy Review This policy will be reviewed annually, or sooner in response to legislative or curriculum changes, organisational development, or feedback from learners, parents, or schools.