



Quality Assurance and Continuous Improvement Policy

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Emma Jayne Lavin	Emma Jayne Lavin	2	June 2026	June 2027

1. Policy Statement

At Everyday Lessons, quality is more than compliance; it is about creating meaningful learning experiences that inspire confidence, develop skills and create positive opportunities for every learner.

We are committed to providing inclusive, engaging and high-quality education, training and wellbeing programmes that recognise individual starting points, remove barriers to achievement and support learners to progress.

Our Quality Assurance and Continuous Improvement approach ensures that teaching, learning, assessment and learner support are continuously reviewed, strengthened and developed. We place learners at the centre of everything we do and measure success not only through achievement but through confidence, personal growth, skills development and progression.

2. Purpose of this Policy

The purpose of this policy is to outline how Everyday Lessons:

- Maintains high standards across all programmes and services.
- Ensures effective teaching, learning and assessment.
- Supports consistent and fair assessment decisions.
- Meets awarding organisation, regulatory and funding expectations.
- Monitors learner experience, achievement and progression.
- Identifies areas for improvement and celebrates good practice.
- Creates a culture of continuous learning and development.

3. Scope

This policy applies to:

- All Everyday Lessons programmes, qualifications and learning activities.
- Regulated and non-regulated provision.
- Tutors, assessors, internal quality assurers and support staff.

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- Freelance tutors and delivery partners.
- Learners accessing Everyday Lessons services.

4. Our Quality Principles

Everyday Lessons is committed to the following quality principles:

Learner-Centred Learning

We recognise every learner has different experiences, strengths, needs and aspirations. We provide personalised learning opportunities that support individuals to achieve their goals.

Inclusion and Accessibility

We ensure learning opportunities are accessible and inclusive, with appropriate support provided to reduce barriers and promote equality of opportunity.

High Expectations and Support

We believe every learner has the ability to progress when provided with the right support, encouragement and opportunities.

Consistency and Fairness

Assessment decisions, teaching approaches and learner support are delivered consistently, fairly and transparently.

Continuous Improvement

We regularly reflect on our practice, use feedback and data to identify improvements and adapt our approach.

5. Our Quality Improvement Cycle

Everyday Lessons follows a continuous improvement cycle:

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Plan

We ensure programmes are designed effectively by:

- Identifying learner needs and starting points.
- Reviewing qualification requirements.
- Planning appropriate learning activities.
- Ensuring staff have the required skills and experience.
- Providing suitable resources and learning environments.

Deliver

We provide high-quality learning experiences through:

- Engaging and inclusive teaching.
- Personalised support.
- Effective assessment practices.
- Positive learning relationships.
- Monitoring learner progress.

Review

We evaluate quality through:

- Internal quality assurance activity.
- Learner feedback.
- Teaching and learning observations.
- Achievement and progression data.
- Staff reflection.
- Partner and stakeholder feedback.

Improve

We use findings to:

- Develop staff skills.
- Improve resources.
- Adapt delivery methods.
- Strengthen learner support.

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- Share effective practice.
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6. Initial Assessment and Learner Journey

Every learner will complete appropriate initial assessments or discussions to identify:

- Previous experience and knowledge.
- Current skills and confidence levels.
- Learning needs.
- Support requirements.
- Personal goals and aspirations.
- Progression aims.

Information gathered will inform personalised learning plans and support strategies.

Learner progress will be monitored throughout their journey through:

- Progress reviews.
 - Tutor feedback.
 - Assessment outcomes.
 - Learner reflection.
 - Achievement tracking.
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7. Teaching, Learning and Assessment Quality

Everyday Lessons ensures learning experiences:

- Are inclusive, engaging and purposeful.
- Meet the needs of individual learners.
- Develop knowledge, skills and confidence.
- Encourage independence and personal growth.
- Support progression into further learning, employment or personal development.

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Quality is monitored through:

- Lesson observations.
 - Learning walks.
 - Resource reviews.
 - Learner feedback.
 - Tutor reflection.
 - Achievement and progression monitoring.
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8. Assessment Quality Assurance

Assessment at Everyday Lessons is designed to be:

Valid

Assessment accurately measures the required knowledge, skills and understanding.

Reliable

Assessment decisions are consistent between assessors.

Fair

Learners are assessed equally and reasonable adjustments are considered where required.

Authentic

Learner evidence represents their own achievement and understanding.

Assessment methods may include:

- Practical observations.
- Written tasks.
- Assignments.
- Professional discussions.
- Portfolio evidence.
- Learner demonstrations.
- Witness testimonies where appropriate.

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9. Recognition of Prior Learning (RPL)

Everyday Lessons recognises that learners may have gained relevant knowledge, skills and experience through previous education, employment, volunteering or life experiences.

Where appropriate, Recognition of Prior Learning (RPL) may be considered to avoid unnecessary repetition of learning.

RPL decisions will ensure:

- Evidence is valid, authentic, current and sufficient.
 - Learners are supported throughout the process.
 - Assessment decisions meet awarding organisation requirements.
 - Clear records are maintained.
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10. Internal Quality Assurance (IQA)

Internal Quality Assurance ensures that assessment decisions are accurate, consistent and meet required standards.

IQA activity may include:

Pre-Delivery Quality Checks

- Qualification approval.
- Tutor competence checks.
- Resource reviews.
- Assessment planning.

During Delivery Checks

- Sampling learner portfolios.
- Reviewing assessment decisions.

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- Checking assessment feedback.
- Monitoring learner progress.
- Supporting assessors.

Post-Completion Review

- Reviewing achievement outcomes.
- Evaluating learner experiences.
- Identifying improvement actions.

Sampling will consider:

- New assessors.
 - New qualifications.
 - Higher-risk areas.
 - Learner progress concerns.
 - Previous quality findings.
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11. Standardisation

Regular standardisation activities ensure consistency across staff and programmes.

Standardisation may include:

- Reviewing assessment criteria.
 - Discussing assessment decisions.
 - Sharing examples of good practice.
 - Reviewing awarding organisation updates.
 - Identifying development needs.
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12. Observation of Teaching, Learning and Assessment

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Observations are used as a supportive quality improvement tool.

They aim to:

- Recognise effective teaching practice.
- Share successful approaches.
- Identify professional development needs.
- Improve learner experiences.

Observations focus on development and improvement rather than judgement.

All teachers and assessors for Everyday Lessons will be observed a minimum of twice per year.

13. Examinations and Controlled Assessments

Where examinations or controlled assessments are required, Everyday Lessons will follow awarding organisation requirements.

Processes ensure:

- Secure handling of assessment materials.
- Appropriate assessment conditions.
- Learner identification and support.
- Accurate examination records.
- Reporting of any irregularities.

Any malpractice or assessment concerns will be managed in line with relevant procedures.

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Where programmes include external examinations, tests or controlled assessments, Everyday Lessons is committed to ensuring that all examination processes are conducted fairly, securely and in accordance with awarding organisation requirements.

Our examination processes are designed to protect the integrity of qualifications, ensure learners are supported appropriately and maintain confidence in assessment decisions.

Examination Planning and Preparation

Prior to examinations, Everyday Lessons will ensure:

- Appropriate examination arrangements are planned and communicated.
- Learners understand examination requirements and expectations.
- Staff involved in examinations understand their roles and responsibilities.
- Assessment materials are stored, accessed and handled securely.
- Examination environments are suitable, safe and supportive.

Where required, learners will receive preparation and guidance to support confidence and readiness for assessment.

Access Arrangements and Reasonable Adjustments

Everyday Lessons recognises that learners may require additional support to access examinations fairly.

Where appropriate, reasonable adjustments and access arrangements will be considered in line with awarding organisation requirements.

These may include:

- Additional time.
- Reader or scribe support.
- Rest breaks.
- Adapted assessment arrangements.
- Alternative methods of demonstrating knowledge where permitted.

All arrangements will be recorded, approved where required and implemented consistently.

Examination Conduct

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During examinations, Everyday Lessons ensures:

- Examination conditions are maintained.
- Learner identity is confirmed.
- Examination rules are communicated clearly.
- Learners are supported appropriately while maintaining assessment integrity.
- Any incidents, irregularities or suspected malpractice are recorded and reported.

Examination Security

Everyday Lessons maintains secure procedures for:

- Receiving examination materials.
- Storing confidential assessment documents.
- Controlling access to examination papers and materials.
- Returning completed assessments securely.
- Maintaining accurate examination records.

Only authorised personnel will have access to confidential examination materials.

Results, Certification and Review

Following examinations, Everyday Lessons will:

- Record and review examination outcomes.
- Support learners with results and progression decisions.
- Monitor achievement trends.
- Identify areas for improvement.
- Use outcomes to inform future teaching and assessment planning.

Where examination performance identifies development needs, appropriate actions will be included within the Quality Improvement Plan.

Examination Malpractice and Irregularities

Everyday Lessons take examination malpractice seriously.

Any concerns relating to:

- Learner malpractice.

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- Staff malpractice.
- Assessment security breaches.
- Examination irregularities.

will be investigated and managed in line with awarding organisation requirements and the Everyday Lessons Malpractice and Maladministration Policy.

Examination performance contributes to our wider quality improvement approach. We review:

- Achievement rates.
- Learner preparedness.
- Assessment effectiveness.
- Learner feedback.
- Staff practice.

Findings are used to improve learner support, teaching approaches and future examination preparation.

14. Learner Voice

Learner feedback is central to our improvement process.

Learners are encouraged to share their experiences through:

- Course evaluations.
- Feedback forms.
- Progress reviews.
- Group discussions.
- Informal conversations.

Feedback is reviewed and used to improve future learning experiences.

15. Partner and Stakeholder Feedback

We value feedback from those who work alongside us, including:

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- Employers.
- Schools and education providers.
- Community partners.
- Delivery partners.
- Funding organisations.

Feedback helps ensure our programmes remain relevant, effective and responsive to learner and community needs.

16. Measuring Impact and Success

Everyday Lessons recognises that achievement is more than qualification completion.

We measure quality through:

- Achievement rates.
- Attendance and engagement.
- Learner confidence.
- Skills development.
- Progression outcomes.
- Learner feedback.
- Partner feedback.
- Personal development outcomes.

Success may include progression into:

- Further education.
 - Employment.
 - Volunteering.
 - Additional training.
 - Increased independence and confidence.
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17. Quality Improvement Plan (QIP)

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Findings from quality activities contribute to our Quality Improvement Plan.

Sources may include:

- IQA findings.
- Learner feedback.
- Observations.
- Achievement data.
- Staff reflection.
- External feedback.

The Quality Improvement Plan will identify:

- Areas for improvement.
- Actions required.
- Responsible persons.
- Timescales.
- Expected impact.

Progress against improvement actions will be reviewed regularly.

18. Records and Data Management

Quality records are maintained securely and may include:

- IQA records.
- Assessment documentation.
- Standardisation notes.
- Observation records.
- Learner feedback.
- Achievement data.
- Improvement plans.
- Staff development records.

All records are managed in line with GDPR requirements and Everyday Lessons' Data Protection Policy.

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19. Roles and Responsibilities

Directors / Senior Management

Responsible for:

- Maintaining oversight of quality standards.
- Ensuring compliance with requirements.
- Reviewing improvement activity.
- Supporting staff development.

Quality Lead / IQA

Responsible for:

- Implementing quality processes.
- Conducting IQA activity.
- Supporting assessors.
- Monitoring standards.
- Reporting improvement actions.

Tutors and Assessors

Responsible for:

- Delivering effective learning.
- Supporting learners.
- Maintaining accurate records.
- Following assessment procedures.
- Engaging in quality improvement activities.

Learners

Responsible for:

- Participating positively.
- Completing learning activities.

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- Providing feedback.
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20. Related Policies

This policy should be read alongside:

- Assessment Policy
 - Internal Quality Assurance Policy
 - Exams Policy
 - Recognition of Prior Learning Procedure
 - Appeals Policy
 - Complaints Policy
 - Equality, Diversity and Inclusion Policy
 - Safeguarding Policy
 - Data Protection Policy
 - Reasonable Adjustment Policy
 - Malpractice and Maladministration Policy
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