



Teaching & Assessment Policy

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Policy Approval

Approval Required:	Please Check		Annual Review Required:	Please Check	
	Yes ☒	No ☐		Yes ☒	No ☐
Approval Panel:	Shane Carter				
Approved By:	Name		Signature		Date
	Shane Carter				01/08/2026
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Policy Writer/s:	Shane Carter				

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Policy Statement

Shape Academy core values take priority when conducting quality assurance activities. This policy aims to develop, support, and achieve high quality teaching and learning form part of the overall seal assessment and quality improvement processes. The data and information extracted from the observation of teaching, learning and assessment, feedback from learners and reviews of documentation will be used to inform the annual self- assessment report and to shape development priorities.

Policy

To ensure that:

- Colleagues have clear information, advice and guidance given about us, the expected standards of teaching, learning and assessment and the strategies that will be implemented to achieve these across all our contracts.
- Colleagues understand that meeting at least supportive and independent pathways expectations for teaching, learning and assessment is the standard for all staff facilitating learning activities.
- Colleagues follow the Professional Standards of Excellence which is in line with Professional Standards for Teachers and Trainers in the Education and Training Sector.
- Each learner is supported to achieve their full potential whilst studying with us, through this and our robust information, advice, and guidance mantra.
- Each learner's experience of learning is wholly positive.
- Foster an inclusive approach to teaching delivery through the provision of tailored learning support, to maximise successful learning outcomes.

Delivery Models

Shape Academy delivers high-quality teaching, learning, and assessment in a wide range of settings, and utilising both remote, distance, blended and face to face delivery.

Learning Ethos and Expectations

Our commitment is that we will:

- Be an inclusive institution, whilst having a clear intent to meet the needs of learners, employers, cultural and religious requirements.
- Aim to establish an ethos based on excellence within a safe and supportive learning environment.
- Place learners at the centre of everything we do and ensure our expectations of them are high.
- Provide robust advice and guidance at the beginning and throughout the programme.
- Match individual learners' needs with suitable courses and, where we cannot meet their needs, signpost them to a provider who can.
- Consider and recognise previous learning experiences/learning and ensure all delivery colleagues provide a differentiated approach to the setting of curriculum goals and the sequence of delivery.

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- Provide a range of learning environments aimed at encouraging independent and flexible learning.
- Provide learning resources appropriate to learning styles and maximise the use of technology.
- Provide learners with a breadth of learning experience incorporating the development of functionality, critical thinking, and problem-solving skills with a focus on personal development, behaviour, and welfare.
- Ensure learners receive sound next steps and career advice and guidance through their learning programmes.

Learner Induction

Our commitment is that we will:

- Provide a learner handbook.
- Provide learners with a clear overview of their programme, including how they will be assessed, progress reviewed and how the programme will be funded.
- Review agreed expectations from all relevant stakeholders, including code of conduct.
- Provide the learner with key support contacts and details available to them.
- Provide the learner with information on how to keep safe and well.
- Provide the learner with information around key policies, for example but not exhaustive; health, safety and wellbeing, harassment and bullying, equality and diversity, data protection, whistleblowing and fraud prevention, e-safety, working safely.
- Provide the learner with information around careers, education, information, advice, and guidance (CEIAG).
- Provide the learner with details of how to submit any complaints and how to appeal against assessment.

Teaching and Tutoring

Our commitment is that we will:

- Provide high quality teaching and learning and commit to the continuous improvement of the learner experience.
- Ensure the learners' starting point is established using robust initial assessment (IA), including identified recognised prior learning (RPL).
- Ensure teaching and learning focuses on the appropriate sequencing of components and allows learners to demonstrate their skills in terms of recall and building expertise.
- Providing learners with challenging targets to raise aspirations and ensure their potential to achieve curriculum goals is evident.
- Ensure all staff reflect on their current practice, develop strategies to enhance teaching, tutoring, learning and achieve a result which is beyond expectations.
- Ensuring continuous professional development (CPD) events are held both internally and externally to support our staff in the development of their own expertise and pedagogy.
- Ensure the quality and operational management team provide our staff with ongoing coaching and support. This includes supporting them in the use of technology and remote teaching and learning techniques, including during periods of disruption.

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- Ensure the coaching and development cycle is companywide and used as a tool to develop and measure impact.
- Ensure the provision of continued teaching, learning and assessment using technology, when this is the chosen method of delivery and learner awareness is raised to stay safe online.
- Provide online resources and a range of technology solutions to support learner progress.

Assessment

Assessment will take place regularly through any programme on a formative and summative basis and serve the following purposes:

- Assessing an individual's progress to deliver constructive and developmental feedback to support future success and provide every opportunity to stretch beyond the standards.
- Assessing an individual's performance to allow for formal grading and certification.
- Establishing the effectiveness of memory recall and impact of sustained learning
- Checking on the development of learners' progress and to inform them of distance travelled in relation to progress towards achievement of curriculum goals and aspirations.
- Making assessment decision based on learner evidence being valid, reliable, consistent and authentic.

The approach to assessment follows the following principals:

- Working within Awarding Organisation/End Point Assessment Organisations guidelines, the assessment process should always be appropriate for each individual learner and adopt the flexibility allowed to us by Ofqual during any periods of disruption.
- Learners will be made aware of the procedures for appeal against assessment decisions both internally and externally.
- Formal assessment will always comply with Awarding Organisation/End Point Assessment
- Organisation regulations and adequate preparations for such assessment should be scheduled into every programme.
- Special assessment adjustments need to be applied for, when appropriate, through the Awarding Organisation/End Point Assessment Organisations.
- Initial assessment, completed predominantly online, will be carried out and assessed against screening indicators, where available, to determine any additional learning support needs and advice given accordingly.
- When receiving the portfolio from a learner the centre should record who received the portfolio, candidate name, when the portfolio was received, delivery staff name and where it has been stored. When the portfolio is returned to the learner it should be signed for. The centre must store all retained portfolios in a secure store.

In situations where a portfolio cannot be found then a full investigation will be triggered by the trainer, in liaison with their respective Head of Education, Quality and Training.

The External Quality Assurance (EQA) will be contacted for guidance and at this time the QA will discuss the photocopied assessment evidence for the candidate which is held by the centre. It may be a requirement that assessment and or evidence collection will need to be repeated. All Awarding Organisations require centres to retain records for a minimum of 3 years to make them available for certification queries.

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These records should be scanned and contain details of learner, delivery staff, QA, enrolment, and registration. These records should be supported by the assessment records and verification documentation. Portfolios should be returned to the learner following the EQA's and examiners' visit. Copied assessment records will be retained by the centre.

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