Teaching and Learning Policy Including EYFS

Godstowe School

Document control

Field	Details
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1. Purpose, status and scope

This policy sets the school's expectations for effective teaching, learning, assessment, feedback and professional improvement. It applies to all lessons and learning activities provided or commissioned by the school, whether on site, online, off site, in boarding time, through an external provider or as alternative provision.

- The Curriculum Policy defines what pupils are entitled to learn. This policy explains how that curriculum is planned, taught, adapted, assessed and improved in practice.
- Teaching must enable pupils to acquire new knowledge, make progress according to their ability, increase understanding, develop skills and become increasingly able to think and learn for themselves.
- The policy applies to teachers, instructors, teaching assistants, early years practitioners, visiting specialists, tutors, boarding staff contributing to supervised study and any external provider teaching pupils on the school's behalf.
- This policy does not require a uniform lesson format. Consistency means shared principles, secure expectations and reliable pupil entitlement, not identical teaching in every subject, age group or context.

2. Legal and regulatory framework

Source	Application
Education (Independent School Standards) Regulations 2014, as amended	Binding requirements for curriculum, teaching, assessment, pupil progress, political impartiality, equality, welfare and leadership.
Independent School Standards Guidance, April 2026	Current DfE interpretation of Part 1 teaching standards and the evidence expected from independent schools.
Ofsted non-association independent school inspection toolkit and operating guide for use from September 2026, where applicable	Inspection approach to curriculum, teaching, achievement, inclusion, personal development and leadership.
Keeping Children Safe in Education 2026	Safeguarding culture, preventative education, online safety, generative AI, deepfakes, pupil vulnerability, staff conduct and reporting.
EYFS statutory framework for group and school-based providers, September 2026	Educational programmes, play, teaching, assessment, inclusion, screen use and preparation for school.
Equality Act 2010	Non-discrimination, accessibility, reasonable adjustments and inclusive participation.
Children and Families Act 2014 and SEND Code of Practice	EHC plans, SEND participation, outcomes, graduated support and partnership with families and professionals.
Relationships Education, RSE and Health Education statutory guidance applying from September 2026	Safe, age-appropriate and inclusive teaching of Relationships Education and RSE.
DfE generative AI product safety standards, updated January 2026, and staff training materials updated May 2026	Non-statutory product-safety and implementation guidance used by the School when evaluating, approving and using generative AI systems, including safeguarding, privacy, security, cognitive-development, emotional-development, manipulation and human-oversight risks.
UK GDPR, Data Protection Act 2018 and Data (Use and Access) Act 2025	Lawful and secure use of pupil data, assessment information, recordings, learning platforms and AI tools.
DfE remote education guidance	High-quality remote education where attendance is not possible, with attendance remaining the priority.
Boarding schools: national minimum standards, May 2026, where applicable	Supervised study, access to education, boarder support and welfare in residential provision.

3. Definitions

Term	Meaning in this policy
Teaching	Professional actions that help pupils acquire, connect, practise, remember and apply knowledge, skills and understanding.

Term	Meaning in this policy
Learning	A durable change in knowledge, understanding, skill, disposition or capability, not merely completion of an activity.
Curriculum intent	What the school intends pupils to know, understand, be able to do and become.
Curriculum implementation	How curriculum plans are translated into teaching, resources, adaptation, assessment and classroom practice.
Adaptive teaching	Responsive teaching that preserves ambitious goals while adapting explanations, scaffolds, resources, pace, grouping or access according to assessed need.
Formative assessment	Evidence used during learning to identify understanding, misconception and the next teaching or learning action.
Summative assessment	Assessment that summarises attainment or performance at a particular point.
Feedback	Information or interaction that helps a pupil understand success, address errors or improve future performance. It may be oral, written, digital, whole-class, peer or self-generated.
Generative AI	A system that creates content such as text, images, audio, video or code in response to prompts.
Deepfake	AI-generated or AI-altered media that falsely depicts a person saying, doing or appearing in something, including sexualised deepfakes and deep nudes.
Academic integrity	Honest representation of authorship, sources, assistance and assessment evidence.

4. Core principles and intended outcomes

- Every pupil is entitled to ambitious teaching that takes account of age, aptitude, prior attainment, SEND, disability, language, medical need and personal circumstances.
- Teachers will focus on what pupils learn, remember, understand and can do, not on activity, presentation or compliance alone.
- Secure subject knowledge, coherent sequencing, clear explanation, meaningful practice, responsive assessment and effective feedback are central to learning.
- Pupils will experience intellectual, physical, practical, creative and collaborative effort and will be supported to become motivated, reflective and increasingly independent learners.
- Teaching will promote respect, safety, equality, fundamental British values and preparation for the opportunities, responsibilities and experiences of life in British society.
- Technology and AI will be used only where they add educational value and can be used safely, lawfully and with appropriate human judgement.
- The school will avoid unnecessary documentation, marking or data collection that does not improve teaching, learning, safeguarding or accountability.

5. Roles and accountability

Role	Responsibilities
Proprietor / Governing Body	Ensure the teaching standards are met; provide resources; receive assurance; challenge weak implementation; oversee improvement and compliance.
Headteacher	Set expectations; secure staffing, time and professional development; evaluate quality; address underperformance; align teaching with safeguarding and inclusion.
Teaching and Learning / Curriculum Lead	Coordinate policy implementation, professional development, quality assurance, curriculum coherence and improvement actions.

Role	Responsibilities
Subject / Phase Leaders	Maintain progression and schemes; support subject knowledge; review teaching, work and assessment; moderate standards; address gaps.
Teachers / Practitioners	Plan and teach effectively; know pupils; assess responsively; adapt provision; maintain safe relationships; use resources and AI responsibly; communicate concerns.
SENDCO / Inclusion Lead	Support adaptive teaching, reasonable adjustments, graduated provision, EHC plan implementation and evaluation of impact.
DSL	Ensure teaching and resources support preventative education and that disclosures, online harm, AI-generated abuse and safeguarding concerns are handled correctly.
Teaching Assistants and Specialists	Work under agreed direction, provide skilled support and promote independence without replacing teacher responsibility.
Pupils	Engage, ask questions, practise, reflect, respond to feedback, act safely and honestly, and disclose the use of AI or other assistance as required.
Parents / Carers	Support attendance, routines, reading, homework and communication, and raise information affecting access, wellbeing or progress.

6. Curriculum implementation and subject leadership

- Teaching will follow approved curriculum plans and schemes of work while allowing professional responsiveness to assessed pupil need.
- Subject leaders will identify the essential knowledge, vocabulary, concepts, methods and disciplinary practices pupils should secure over time.
- Curriculum content will be sequenced so that new learning builds on secure foundations and revisits important knowledge in increasingly complex contexts.
- Teachers will know the intended prior learning, common misconceptions, expected outcomes and next steps for the pupils they teach.
- Where gaps in prior learning are identified, teaching will address them without indefinitely lowering ambition or narrowing entitlement.
- Cross-curricular links will reinforce learning where genuinely useful but will not weaken subject coherence or accuracy.

7. Planning, sequencing and lesson design

- Planning will identify the intended learning, relevant prior knowledge, likely misconceptions, key vocabulary, assessment opportunities, resources and adaptations.
- Lessons and sequences will normally make the purpose and success expectations clear, connect to previous learning, introduce or develop content, provide guided and independent practice, check understanding and identify what comes next.
- The school does not require an identical lesson structure, individual written lesson plans for every lesson or decorative planning documents that do not improve provision.
- Teachers will balance explanation, modelling, questioning, discussion, reading, writing, practical work, problem-solving, collaboration and independent application according to subject and pupil need.
- Pace means appropriate intellectual and learning progress, not simply moving through activities quickly.
- Teaching will avoid excessive cognitive overload, fragmented activities and unnecessary task switching.
- Pupils must not be labelled as visual, auditory or kinaesthetic learners, and lesson planning must not be driven by fixed learning-style or multiple-intelligence categories.
- Teachers should use varied, subject-appropriate representations and activities because content and pupils' current understanding differ, not because a pupil has been assigned a preferred learning style.

8. Subject knowledge and professional expertise

- Teachers must have secure knowledge of the subject matter, curriculum sequence, age-related expectations, assessment requirements and common misconceptions relevant to their role.
- Where staff teach outside their main specialism or experience, leaders will provide suitable planning, mentoring, resources, training and monitoring.

- Teaching must not promote partisan political views. Where political issues are brought to pupils' attention through teaching, school-organised activities or the promotion of extracurricular activities, the School will take such steps as are reasonably practicable to ensure that pupils receive a balanced presentation of opposing views.
- Balanced presentation does not require equal time to be given to every view, but teaching must be fair and dispassionate and must enable pupils to understand that legitimate opposing views may exist. Staff must not use their position of authority to seek to persuade pupils that a particular partisan political position is necessarily correct.
- Resources, explanations and examples will be accurate, current, age-appropriate and free from avoidable bias or stereotype.
- Teachers will distinguish established knowledge, contested interpretation, opinion and uncertainty, particularly in political, ethical, scientific, historical and social topics.
- Professional development will respond to pupil need, curriculum priorities, evidence from review and staff development goals.

9. Learning climate, relationships and behaviour

- Classrooms and learning spaces will be calm, orderly, inclusive and emotionally and physically safe.
- Adults will establish warm, professional relationships, communicate high expectations and treat pupils with dignity, kindness and consistency.
- Routines for entry, transitions, equipment, participation, independent work and lesson closure will protect learning time and reduce uncertainty.
- Praise and encouragement will recognise meaningful effort, improvement, contribution and achievement without creating dependence on constant external reward.
- Behaviour will be managed under the Behaviour and Discipline Policy, with reasonable adjustments and safeguarding considered where relevant.
- A pupil's mistake, misconception, accent, language, disability, attainment or question must never be used to humiliate them.

10. Explanation, modelling and worked examples

- Teachers will explain new content clearly, in manageable steps, using precise subject language and examples selected to reveal important features.
- Modelling may include thinking aloud, worked examples, demonstrations, exemplars, non-examples and the gradual removal of support.
- Representations will be selected because they clarify the subject content and will be connected explicitly to the underlying concept.
- Teachers will check that pupils understand the explanation rather than assuming that attentive behaviour or completed notes demonstrate learning.
- Complex tasks will be broken down where necessary without removing the challenge, purpose or intellectual ownership of the work.

11. Questioning, discussion and checking understanding

- Questions will be used to activate prior knowledge, probe understanding, uncover misconceptions, extend thinking and decide what to teach next.
- Teachers will create broad participation rather than relying only on volunteers or the most confident pupils.
- Pupils will be given appropriate thinking time and supported to explain, justify, compare, challenge and refine ideas.
- Discussion, debate and collaborative work will have a clear learning purpose, suitable structure and active teacher oversight.
- Checks for understanding may include questioning, short tasks, observation, retrieval, mini-whiteboards, hinge questions, quizzes, practical demonstration or review of pupil work.
- Teachers will respond to evidence during the lesson by reteaching, adapting, extending, regrouping or changing the next planned step.

12. Practice, retrieval, independence and metacognition

- Pupils will receive sufficient guided and independent practice to develop accuracy, fluency, confidence and transfer.
- Important knowledge and skills will be revisited over time. Retrieval will be purposeful and connected to the curriculum, not used as a ritual or substitute for teaching.
- Scaffolds will be temporary and reviewed. Support should help pupils succeed and then become less dependent where appropriate.
- Teachers will help pupils plan, monitor and evaluate their learning through age-appropriate modelling, reflection and self-regulation.

- Independent learning will be explicitly taught and supported. It does not mean leaving pupils to struggle without instruction or feedback.
- Error is treated as useful information, while persistent misconception or repeated failure triggers timely teaching response.

13. Literacy, oracy, numeracy and digital capability

- All teachers contribute to pupils' accurate use of language, reading, writing, speaking, listening and relevant mathematical knowledge within their subjects.
- Key vocabulary will be taught explicitly, revisited and used in meaningful context.
- Reading materials, instructions and written tasks will be accessible without removing appropriate subject complexity.
- Pupils will learn to communicate ideas clearly, listen respectfully, ask questions, present, debate and adapt language for purpose and audience.
- Teachers will identify and address misconceptions in numerical, graphical, statistical and data representation where these affect subject learning.
- Digital capability includes safe, critical and responsible use of information, media, technology and AI, not merely technical operation.

14. Adaptive teaching and reasonable adjustments

- Teachers will maintain ambitious curricular goals while adapting access, explanation, examples, scaffolds, resources, grouping, pace, response mode or environment according to assessed need.
- Adaptation will be based on current evidence about the pupil and the demands of the learning, not on low expectations, stereotypes or fixed labels.
- Reasonable adjustments for disabled pupils will be anticipatory where possible and recorded where individual arrangements are needed.
- Teachers will consider sensory, communication, physical, medical, executive-function, attention, memory, emotional and language barriers.
- Assistive technology will be available where appropriate, with training and review of whether it improves participation and independence.
- Grouping will be flexible and purposeful. Pupils must not remain in a low-challenge group by default or receive a permanently narrowed curriculum.

15. SEND and EHC plans

- Teachers remain responsible for the learning and progress of pupils with SEND, including where a teaching assistant or specialist provides support.
- Teaching will take account of known strengths, needs, outcomes, provision and strategies in the pupil's EHC plan, individual plan or graduated-support documentation.
- The SENDCO will support staff to identify barriers, select appropriate adjustments and evaluate whether provision is improving access, learning and independence.
- Where progress is weaker than expected, staff will consider curriculum access, attendance, teaching, language, wellbeing, sensory or medical factors before assuming lack of effort.
- Parents, pupils and relevant professionals will contribute to review, with the pupil's views represented in an accessible way.

16. English as an additional language

- The school will distinguish language acquisition from SEND while recognising that a pupil may have both EAL and SEND.
- Teachers will identify prior education, literacy in other languages, subject knowledge and current proficiency in English.
- Teaching may use explicit vocabulary, visuals, modelling, rehearsal, structured talk, glossaries, bilingual resources and additional processing time.
- Pupils will retain access to ambitious content and opportunities to demonstrate understanding while their English develops.
- Assessment interpretation will take account of language demands and avoid treating limited English expression as limited thinking.

17. High prior attainment, talents and additional challenge

- Pupils who demonstrate secure or advanced understanding will receive depth, complexity, application, independence and appropriate acceleration where suitable.

- Challenge will be designed into curriculum and teaching rather than offered only after repetitive additional work.
- Teachers will identify subject-specific strengths and avoid assuming that high attainment is uniform across all areas.
- The school will consider barriers affecting disadvantaged, EAL, SEND or underrepresented pupils whose high potential may be less visible.
- Enrichment, competition, performance, scholarship preparation and external opportunities will complement, not replace, strong classroom teaching.

18. Assessment principles and use of evidence

- Assessment will be regular and sufficiently thorough to inform teaching, identify progress and support accurate reporting.
- Assessment will be aligned with the taught curriculum and suitable for the pupil's age, phase, subject and purpose.
- Teachers will use a balanced range of evidence, including observation, dialogue, low-stakes checks, pupil work, practical performance and formal assessment where appropriate.
- Assessment information will be used to identify success, misconception, gaps, need for adaptation, intervention, extension and curriculum improvement.
- Summative data will not be treated as precise beyond its design or used in isolation to make high-stakes judgements about a pupil or teacher.
- Reasonable adjustments and access arrangements will preserve the validity of the assessment while avoiding substantial disadvantage.
- Moderation and standardisation will support consistency where judgements affect reporting, progression, qualifications or external accountability.

19. Feedback, marking and pupil response

- Feedback must be timely enough to influence learning, clear enough to be understood and proportionate to its likely impact.
- There is no requirement in this policy for every piece of work to receive written comments, for "triple marking", or for teachers to evidence feedback solely for external scrutiny.
- The school will judge feedback by whether pupils understand it and use it, not by the volume of teacher writing.
- Feedback may be immediate or delayed, oral or written, individual or whole-class, digital, peer or self-assessment, according to purpose and age.
- It will identify what has been done well, correct important error or misconception and clarify a manageable next action.
- Pupils will normally have an opportunity to respond, practise, redraft, correct or apply the feedback.
- Marking codes and grading systems will be understandable, accessible and consistent enough for their intended use.
- Feedback for younger pupils and pupils with communication or literacy needs will often be oral, visual, modelled or practical.
- Peer and self-assessment will be taught and supervised. They do not replace teacher judgement where accuracy, safety or formal assessment matters.
- AI-generated draft feedback may only be used through an approved tool, without unapproved personal data, and must be checked, adapted and owned by the teacher before it reaches a pupil.

20. Homework and independent study

- Homework and independent study will have a clear educational purpose, such as practice, retrieval, reading, preparation, research, revision, extended work or completion of an appropriately bounded task.
- The amount, frequency and expected independence will increase appropriately with age and phase while protecting sleep, family life, play, physical activity and wider development.
- Tasks will be relevant, achievable, accessible and proportionate. Pupils will not be disadvantaged because they lack equipment, internet access, quiet space or adult help at home.
- Instructions, deadlines, approximate time expectations and submission routes will be clear.
- Teachers will acknowledge homework through review, use, feedback or assessment proportionate to the task.
- Non-completion will be explored and responded to under the Behaviour and Discipline Policy, with SEND, safeguarding, workload and home circumstances considered.
- AI use in homework must comply with the school's academic-integrity and disclosure rules.

21. Learning environments, displays and resources

- Learning spaces will be safe, organised, accessible and suited to the activity and pupils using them.
- Displays and working walls may celebrate pupil work, support vocabulary, provide reference or reflect current learning, but must not create avoidable sensory overload or expose confidential information.

- All pupils should have fair opportunities for their work and achievements to be recognised.
- Resources will be sufficient, accurate, diverse, age-appropriate and accessible, and will avoid discriminatory stereotype or gratuitous distress.
- Displays, resources and room organisation will be reviewed as necessary to ensure that they remain current, accessible, safe and appropriate to the curriculum and the pupils using the space.
- Images and recordings will be used in accordance with the Images Policy, consent or preference arrangements, safeguarding and data protection.

22. Teaching assistants, specialists and other adults

- The teacher retains responsibility for planning, instruction, assessment and progress when another adult supports the pupil.
- Teaching assistants will receive clear information about the intended learning, pupil need, role, prompts, scaffolds and feedback route.
- Support will promote attention, participation, thinking and independence rather than task completion or over-prompting.
- Where an adult leads an intervention, content will connect to classroom learning and progress will be reviewed against defined outcomes.
- Visiting specialists and external providers will be suitably selected, briefed, supervised and quality assured under relevant safeguarding and procurement arrangements.
- Boarding staff supporting study will reinforce school expectations and communicate concerns without becoming the pupil's subject teacher unless qualified and authorised to do so.

23. Safeguarding and preventative education

- Teaching and learning must support a culture in which pupils feel safe, are listened to, know how to seek help and understand that harmful behaviour will be challenged.
- Preventative education will be embedded through the curriculum and wider school life, including healthy relationships, consent, abuse, exploitation, online safety, discrimination, extremism and help-seeking.
- Sensitive content will be age-appropriate, developmentally appropriate, inclusive and planned with suitable support routes.
- Staff will not promise confidentiality. Disclosures or concerns will be passed to the DSL without delay under the Safeguarding and Child Protection Policy.
- Pupils will not be required to disclose personal experience publicly or complete tasks that expose private or traumatic information.
- Resources that may be distressing, sexual, violent or otherwise high-risk will be reviewed and risk assessed before use.

24. Generative AI, academic integrity and deepfake risks

- Only school-approved AI tools, accounts and workflows may be used with pupils or school information.
- Staff and pupils must not enter identifiable pupil data, special-category data, safeguarding information, assessment security material or confidential school information into an unapproved AI service.
- AI output is unverified. Staff remain professionally accountable for accuracy, bias, age-appropriateness, intellectual property, safeguarding and the final educational decision.
- AI must not replace direct teacher-pupil relationships, professional safeguarding judgement or meaningful human review of assessment and feedback.
- The school will define permitted, restricted and prohibited AI uses by phase, subject and assessment context.
- Pupils will be taught when and how to acknowledge AI assistance, distinguish assistance from authorship, check sources and retain evidence of their own learning.
- Work represented as a pupil's own must not be generated substantially by AI or another person unless the task expressly permits this and the assistance is declared.
- Teachers will design assessment so that they can establish what pupils know and can do, using supervised, oral, practical, iterative or process evidence where appropriate.
- AI-generated lesson plans, resources, translations, images, questions, reports or communications require human review and adaptation before use.
- The school will assess supplier age limits, privacy, model training, data retention, content controls, manipulation risks, cognitive and emotional-development risks and accessibility before approval.
- KCSIE 2026 recognises AI-generated or AI-altered nudes and semi-nudes, deepfakes and deep nudes as safeguarding concerns.
- Any such content involving a pupil must be reported immediately to the DSL. Staff must not intentionally view, copy, print, share, store, save or delete such imagery, or ask a pupil to send or download it. The DSL will manage the incident in accordance with the Safeguarding and Child Protection Policy and current guidance, including any necessary handling of devices or evidence

- Impersonation, voice cloning, fabricated evidence, synthetic bullying, grooming simulations, coercive AI interactions and threatening generated content will be treated under safeguarding, behaviour and online-safety procedures.

25. Technology, EdTech and digital learning

- Technology will be selected because it improves access, explanation, practice, feedback, creativity, collaboration or efficiency, not because novelty is assumed to equal quality.
- New platforms will undergo educational, safeguarding, accessibility, data-protection, cyber-security and procurement review before use.
- Filtering and monitoring controls apply to internet-connected learning and AI tools, with staff aware of reporting and escalation arrangements.
- Digital activities will be balanced with talk, reading, writing, practical experience, physical activity and direct interaction.
- Pupils will learn to evaluate online information, identify misinformation and manipulated media, protect privacy and act responsibly.
- Staff personal devices must not be used to photograph or record pupils. Image capture must comply with the Images Policy and approved-device arrangements.
- Screen use in EYFS will be intentional, limited and balanced, with the school having regard to current DfE screen-use guidance.

26. EYFS teaching and learning

- EYFS provision will follow the statutory educational programmes and support the characteristics of effective teaching and learning.
- Practitioners will respond to children's interests and needs through purposeful play, sensitive interaction, direct teaching, modelling, conversation, stories, physical experience and carefully designed environments.
- Teaching will give particular attention to communication and language, personal, social and emotional development, and physical development as foundations for wider learning.
- Assessment will be proportionate, based primarily on professional knowledge of the child and used to shape next experiences. It will not require excessive written evidence or unnecessary collection of photographs.
- Parents will receive information about learning and development and be encouraged to share relevant knowledge about the child.
- Provision will be inclusive, with early identification, reasonable adjustments, specialist advice and transition planning where needed.
- Where the School holds a lawful EYFS exemption, it will comply with the precise scope and conditions of that exemption

27. Primary, secondary and sixth-form practice

Phase	Teaching and learning emphasis
Primary	Secure foundations in communication, reading, writing and mathematics; broad subject knowledge; practical and creative experience; routines, fluency and increasing independence.
Secondary	Increasing subject specialism, disciplinary thinking, cumulative knowledge, extended application, examination readiness, independent study and informed choices.
Sixth form	Advanced subject understanding, scholarly habits, critical evaluation, sustained independent work, academic integrity, careers and higher-education preparation.
Boarding / supervised study	Predictable routines, suitable environment, access to resources and help, communication with academic staff and respect for rest and wellbeing.

28. Remote education and alternative provision

- Attendance at school remains the priority. Remote education will normally be used only where attendance is not possible or would be contrary to guidance, and where the pupil is able to learn remotely.
- Remote learning will be suitably sequenced, accessible, safe and connected to the school curriculum, with meaningful teacher interaction, assessment and feedback.

- Live or recorded teaching will use approved platforms, school accounts and safeguarding arrangements. Staff will not use personal social-media or messaging accounts.
- The school will consider devices, connectivity, SEND, language, medical needs, home circumstances and the risk of isolation.
- Where alternative provision is commissioned, the school retains responsibility for suitability, safeguarding, attendance, curriculum access, teaching quality, progress and review.
- Leaders will receive direct evidence of the teaching and learning provided, not rely solely on provider assurances or attendance data.

29. Parents, carers and partnership in learning

- Parents will receive clear information about the curriculum, learning priorities, homework, assessment, reporting and how to raise a concern.
- The School will provide parents with curriculum information at least termly, and more frequently where appropriate to the age, phase or organisation of the curriculum.
- Parents' evenings, reports and other communication will explain progress, strengths, concerns and practical ways to support learning.
- Parents should support regular attendance, punctuality, reading, appropriate routines, homework and positive attitudes to learning.
- Parents should inform the school of medical, safeguarding, SEND, language, family or other circumstances that may materially affect access, behaviour or learning.
- The school will avoid assuming that all parents can provide the same time, subject expertise, devices or learning environment at home.

30. Staff development, induction and professional reflection

- Induction will explain curriculum, teaching, assessment, feedback, behaviour, safeguarding, SEND, data protection, technology and AI expectations relevant to the role.
- Professional development will combine subject and phase knowledge, teaching practice, inclusion, safeguarding and school priorities.
- Teachers will reflect on the impact of their practice using evidence from pupil learning, not simply preference or habit.
- Coaching, mentoring, collaborative planning, moderation, demonstration, observation and professional reading may support improvement.
- Leaders will create psychologically safe opportunities for staff to seek help, test ideas and discuss error while acting decisively where practice is unsafe or persistently ineffective.
- Performance management and capability processes are governed by the relevant employment procedures and will not be reduced to a single lesson observation or data measure.

31. Quality assurance, improvement and proprietor oversight

- Quality assurance will evaluate the curriculum as implemented and its impact on pupils, using a balanced range of evidence.
- Evidence may include subject and phase review, lesson visits, work review, assessment, moderation, pupil voice, parent feedback, SEND review, attendance, behaviour, destinations and discussion with staff.
- No single observation, book sample, assessment result or pupil comment will determine a judgement in isolation.
- Leaders will identify strengths precisely, diagnose barriers, agree actions, provide support and check whether changes improve pupil learning.
- Subject and phase leaders will receive sufficient time, information, authority and development to carry out their responsibilities.
- The proprietor will receive regular assurance on teaching standards, pupil progress, inclusion, safeguarding, AI use, staff development and improvement actions.
- This policy will be reviewed annually and sooner after legal or guidance change, significant curriculum or technology change, serious incident, inspection finding or evidence of ineffective practice.

32. Records, data protection and confidentiality

- Planning, assessment and quality-assurance records will be proportionate, accurate, securely stored and retained under the school's retention schedule.
- Access to pupil data will be limited to those who need it for education, safeguarding, support, leadership or lawful administration.
- Staff will use approved systems and accounts and will not copy pupil records to personal email, storage, messaging or unapproved AI services.

- Quality-assurance notes about individual staff will be handled confidentially and in accordance with employment and data-protection procedures.
- Pupil work, photographs, recordings and digital portfolios are personal data where an individual is identifiable and must be managed under the Data Protection and Images policies.

33. Policies and procedures to be read in conjunction

- Curriculum Policy
- Safeguarding and Child Protection Policy
- Staff Code of Conduct
- Behaviour and Discipline Policy
- Anti-Bullying Policy
- Attendance and Punctuality Policy
- Non-Discrimination and Inclusion Policy
- SEND Policy and Accessibility Plan
- Relationships and Sex Education Policy
- PSHCE Policy
- Internet Policy
- Images Policy
- Data Protection Policy
- Data Protection Privacy Notice
- Risk Assessment and Educational Visits procedures
- First Aid and Supporting Pupils with Medical Conditions arrangements
- Complaints Procedure
- EYFS policies and curriculum documentation, where applicable
- Boarding and supervised-study arrangements, where applicable

34. Source register

Source	Application
Education (Independent School Standards) Regulations 2014, as amended	Binding teaching requirements: knowledge, progress, motivation, planning, prior attainment, subject knowledge, resources, assessment, behaviour, British values, equality and political impartiality.
Independent School Standards Guidance, April 2026	Current DfE interpretation and examples of evidence for Part 1 and leadership implementation.
Ofsted non-association independent school inspection toolkit and operating guide for use from September 2026, where applicable	Inspection evidence across curriculum, teaching, achievement, inclusion and leadership.
Keeping Children Safe in Education 2026	Preventative education, online safety, generative AI, deepfakes and deep nudes, safeguarding culture and pupil vulnerability.
EYFS statutory framework for group and school-based providers, September 2026	Educational programmes, teaching, play, assessment, inclusion, parent partnership and screen use.
Equality Act 2010	Non-discrimination, reasonable adjustments and accessibility.
Children and Families Act 2014 and SEND Code of Practice	SEND and EHC plan duties, outcomes and partnership.
DfE generative AI product safety standards, updated January 2026	Product selection, cognitive, emotional, mental-health, manipulation, privacy and safety expectations.
DfE AI staff and leadership training materials, updated May 2026	Safe and effective implementation, human review, safeguarding, data, ethics and intellectual property.
DfE data protection in schools: generative AI, updated July 2026	Non-statutory supporting guidance which independent schools may find useful when applying data-protection law to generative AI
DfE providing remote education guidance	Remote education as a last resort, quality, inclusion, interaction and feedback.

Source	Application
DfE feedback and marking workload resources and Education Staff Wellbeing Charter	Proportionate feedback, avoidance of unnecessary marking and staff workload consideration.
Boarding schools: national minimum standards, May 2026	Study support, welfare and access to education in boarding provision where applicable.
UK GDPR, Data Protection Act 2018 and Data (Use and Access) Act 2025	Assessment, learning systems, recordings, AI, data sharing, security and retention.