

Learn with Confidence

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[Learnwithconfidence.co.uk](https://www.learnwithconfidence.co.uk)

Quality Assurance Policy

Version 1.3

1. Introduction

Quality Assurance (QA) at Learn with Confidence (LwC) is rooted in our commitment to personalised, relational, and flexible education. Our learners often arrive disengaged, anxious, or unable to thrive in traditional settings. Because of this, our QA approach is intentionally different from school-based systems: it is supportive, collaborative, and centred on understanding each learner as an individual.

Every member of staff contributes to creating learning experiences that are responsive, trauma-informed, and tailored to the learner's goals, needs, and interests. QA at LwC is not a judgemental or performance-driven process. Instead, it is a reflective framework that helps staff feel confident, valued, and supported in their practice.

All QA documentation is stored securely in line with GDPR and confidentiality requirements. Awarding bodies may access relevant materials when required.

2. Aims

The aims of QA at LwC are to:

- Maintain a consistently high standard of personalised learning across the provision.
- Ensure every learner's individual needs, aspirations, and barriers are understood and reflected in planning and delivery.
- Support learners to develop confidence, independence, life skills, and pathways into further education or employment.
- Encourage staff to engage in reflective practice and professional dialogue.
- Review the effectiveness of session delivery and learner support in a way that is collaborative and non-punitive.
- Strengthen leadership and management through open communication and shared problem-solving.
- Identify challenges early and provide staff with the support needed to address them.
- Promote ongoing CPD and professional growth for all staff.

3. QA Ethos and Approach

LwC's QA ethos is built on:

- **Collaboration** – staff, learners, families, and leadership working together.
- **Support** – QA is a mechanism for guidance, not judgement.
- **Reflection** – staff are encouraged to think about what works well and what could be improved.
- **Flexibility** – QA adapts to the learner, not the other way around.
- **Respect for professional expertise** – staff bring diverse specialisms and experience, which are valued and celebrated.

QA at LwC happens in two ways:

- **Formal QA**
 - Planned activities throughout the year that provide structured opportunities for review, reflection, and support.
- **Informal QA**
 - Ongoing professional dialogue, peer support, and day-to-day communication that naturally strengthens practice.

4. QA Activities

4.1 Curriculum Review

Every learner follows a bespoke curriculum shaped around their interests, needs, and goals. Staff design and deliver individual learning plans aligned with their professional expertise and the learner's profile.

Curriculum delivery is monitored through **Learner Records**, which include:

- Session plans
- Learning activities
- Progress notes
- Reflections
- Targets

Learner Records support consistency, accountability, and reflective practice.

4.2 Wellbeing Team Meetings

Regular Wellbeing Team Meetings ensure learner support is reviewed holistically.

Meetings include:

- Updates from previous actions
- Discussion of individual learner needs, successes, and challenges
- Sharing of effective strategies
- Identification of support needs or barriers
- Review of resources

Minutes are recorded and stored securely.

4.3 Teaching Staff Collaboration

Because LwC operates primarily through one-to-one teaching, traditional whole-staff teaching meetings are not required. Instead, staff collaborate informally throughout the day, sharing ideas, resources, and approaches.

This ongoing professional dialogue is a core part of QA and contributes significantly to consistency and innovation. No formal records are kept for informal collaboration.

4.4 Session Drop-ins

Session drop-ins are supportive observations designed to help staff and learners feel confident and well-supported.

Drop-ins aim to ensure:

- Strong, positive relationships between staff and learners
- Teaching approaches that are collaborative, flexible, and needs-led
- Learners understand their goals and next steps
- Delivery aligns with EHCP requirements where relevant
- Barriers are identified early and addressed

During a drop-in, the observer may:

- Observe part of a session
- Speak with the learner about their goals
- Review work and Learner Records
- Discuss progress and next steps with staff and learner
- Record findings and share a copy with the staff member

Drop-ins are developmental, not evaluative.

4.5 Supervision and Staff Support

- ELSAs receive half-termly supervision with a qualified clinical psychologist.
- All staff have access to drop-in support with leadership.
- Staff are encouraged to communicate openly about challenges, successes, and support needs.
- Leadership provides guidance, resources, and professional development opportunities.

4.6 Reports and Feedback

- Formal learner progress reports are produced twice yearly (December and July).
- Learners with EHCPs receive additional half-termly progress updates.
- All reports are stored within Learner Records for tracking and review.

4.7 Attendance Monitoring

- Attendance is monitored daily.
- Parents/carers must notify LwC of absences.
- Unreported absences trigger immediate contact with families.
- Partner schools are informed of concerning patterns or safeguarding indicators.

5. Data Protection and Confidentiality

All QA documentation — including observations, reports, and Learner Records — is stored securely in accordance with the Data Protection Act 2018 (GDPR).

Access is restricted to authorised personnel. Awarding bodies may access relevant materials when required.

6. Monitoring and Review

This policy will be:

- Monitored continuously through QA activity
- Reviewed annually or sooner if organisational or legislative changes occur
- Updated by the Leadership Team to ensure relevance and effectiveness

Feedback from staff, learners, and families informs ongoing development.

Version Control			
Version No.	Date	Author	Notes
1.0	April 10th 2024	K Perry	Initial Draft
1.1	September 1 st 2024	KP	
1.2	4 th September 2025	KP	
1.3	5.9.26	KP	Updated