

ConnectED

Apprenticeships

Teaching, Learning and Assessment Policy

Version No.	Changes made since previous version	Date used	Date to be reviewed
1.0	Policy Implementation following strategic changes	Sept 2024	September 2025
1.1	Amended following implementation of Aptem	February 2025	July 2026
1.2	Inclusion of 'tutors'		

1. Policy Statement

1.1 The purpose of this policy is to achieve outstanding quality of education for our learners through an evidence-based approach to teaching, learning and assessment across our apprenticeship provision.

1.2 The impact of this statement will be seen through the outcomes of learners, so that excellence is evidenced by positive learner outcomes (as seen in the published apprenticeship data) and positive learner experience, as evidenced by learner and employer voice.

2. Intention Statement

Our intention is:

2.1 To provide relevant, coherent and ambitious curriculum that develops the knowledge, skills and behaviours that learners need in order to take advantage of the opportunities, responsibilities and experience that prepare them for their next stage of education, training or employment

2.2 For all learners and their assessors to set challenging targets for learners and record progress, to ensure that all learners make substantial and sustained progress from their starting points

2.3 For all tutors and assessors to use best practice in evidence-based teaching. This will include:

- Effective curriculum design and delivery which supports learners to embed and use knowledge fluently and flexibly (mapped against the KSBs)
- Evaluate the application of skills
- Check understanding to inform teaching

2.4 For all tutors and assessors to plan and sequence their curriculum so that learners can build on previous teaching and learning and develop the new knowledge and skills they need

2.5 For all tutors and tutors and assessors to ensure the curriculum offers learners the knowledge and skills that reflect the needs of the local, regional and national context (as outlined in the [programme learning plan](#))

2.6 For all tutors and assessors to promote the development of English, Mathematics and digital skills within lessons to ensure learners have the vocational based vocabulary and skills to succeed in their future careers

2.7 For all tutors and assessors to give learners the opportunity to develop personal, social and employability skills, including Equality and Diversity and ecological sustainability, high-level thinking skills and resilience building for positive wellbeing and mental health; to

prepare learners for the opportunities, responsibilities and experiences of life in Modern Britain

2.8 For all learners to be empowered to take responsibility for their own learning and to meet and exceed challenging personal targets through the development of a growth mind-set and develop self-management skills through blended learning approaches

2.9 To use our learners, and employers, as valued and constructive voices in continuously improving teaching and learning, and engage with learner feedback to consistently improve

2.10 To further develop the utilisation of innovative educational technology in the curriculum and enable learners to develop a range of digital skills that prepare them for employment, ensuring that online, blended and in-person delivery support this

2.11 To support the process of improvement through continuous professional development including personal reflection on teaching practice, attendance at internal and external events, and collaborative working within and outside The Leigh Institute

The practical application of this policy is evidenced in the Programme Learning Plan ([template](#)), and in the activity outlined in the [Quality Strategy](#)

Four key themes will be emphasised over the lifetime of this strategy:

- Evidence -informed teaching strategies promoting active learning, informed by continual assessment for learning practices
- English, Mathematics and Digital Skills development across the curriculum
- Preparing learners for life in modern Britain including personal and social responsibility skills
- The development of employability skills and effective preparation for learner's future careers through effective careers information, advice and guidance

Learners will be expected to appreciate and value the importance of effort and responding to the feedback they are given in order for them to meet the challenging targets we set with them. This will usually take place through informal verbal dialogue with the assessor, and both informally and formally through the Aptem platform.

3. Access to the Policy

- The policy is subject to continuous review and may be updated in-year
- The implementation of the policy will be monitored bi-annually through the ConnectED Apprenticeships review process