National Star
Realising the aspirations of people with disabilities

Working with National Star
Learning Policy (England)

1. About this Policy

1.1 Background and legal Framework

National Star, as an independent specialist provider, is committed to providing excellent and outstanding learning opportunities. The organisation recognises its responsibility in not only meeting the needs of learners with increasingly complex needs, but in supporting learners to achieve their aspirations through effective teaching and learning.

1.2 Relevant Legislation:

- SEN Code of Practice (2014)
- Children & Families Act (2014)
- Learning and Skills Act 2000
- Education and Skills Act (2008)
- The Apprenticeships, Skills, Children and Learning Act (2009)
- Professional Standards for Teachers & Trainers in Education & Training (ETF) (2022)
- Education Wales Act 2014
- Education Inspection Framework (Ofsted)
- Estyn Inspection Arrangements (Estyn)

2. Scope

2.1 This Policy applies to all learning across the organisation.

3. Policy Statement

3.1 The organisation will:

- Provide a learning environment that meets individual requirements and promotes autonomy.
- Deliver a creative, innovative and progressive curriculum that supports individual programmes.
- Provide high quality learning, teaching and training.
- Aim to continuously improve the quality of teaching and learning through its quality processes.
- Promote accessible information, advice and guidance.
- Recognise prior learning and deliver appropriate Induction programmes.
- Enable appropriate support, based on individual learning requirements.

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- Enable students to realise potential and personal growth through achievement of individual outcomes.
- Listen, and act on, the views of learners, their families, and other stakeholders to improve and develop learning opportunities.
- Seek positive, high-quality partnerships to improve learning opportunities and outcomes.
- Ensure effective promotion of equality and diversity through curriculum planning, delivery and assessment.
- Promote safeguarding through improving knowledge of learners' own safety and ensuring students are, and feel, safe.
- Support those who access our provision in Wales to develop their skills in Welsh language and enable them to contribute to the Welsh culture and community.

3.2 Learners should:

- Actively engage in learning to the best of their ability.
- Make a positive contribution to the organisational community.
- Follow the students' responsibilities as detailed in the student handbook.

3.3 Staff will:

- Work with learners, and where appropriate, their families/significant others and other professionals to agree and deliver high quality learning.
- Work together (a multi-disciplinary integrated approach) to maximise learning opportunities.
- Promote autonomy and reduce dependency through the way they plan and deliver learning opportunities.
- Focus on individual outcomes and tailor learning to achieve that goal.
- Promote the organisation's ethos of best practice in relation to equality, diversity and inclusion, safeguarding and health and safety.
- Recognise and record learning against individual goals.
- Provide a role model for learners in valuing learning opportunities.
- Continuously update their subject knowledge and practice.
- Contribute to the development of an organisational culture where learning is valued, and effective practice is shared.

4. Roles & Responsibilities

4.1 The Principal has overall responsibility for the implementation of the Learning Policy. This is developed and implemented by the senior and operational leadership teams.

4.2 All staff delivering learning will be aware of how their role impacts on learning and their responsibility in implementing the policy.

4.3 Support, Advice and Communication

- Staff requiring support with any aspect of this policy should in the first instance request support from their relevant Programme Manager/Head of Learning and Support (or equivalent).

- Support for improving the quality of teaching and learning and RARPA (Recognising & Recording Progress & Achievement) will be delivered by the Principal, Heads of Programmes and/or Curriculum Managers.

- The Policy will be available to staff on the intranet and additional support will be provided by different areas through handouts, in supervision/review and development sessions, and though training.

5. Relationship with other policies

- Assessment, Offer, Transitions and Admissions Policy
- Internal Quality Assurance (Qualifications) Policy
- Safeguarding Policy
- Assessment Policy
- Equality and Diversity Policy
- Behavioural Management Policy
- Functional Skills Policy
- Student Appeals Policy
- Student Disciplinary Policy
- Transition Policy
- Health and Safety Policy
- Adult & Community Entitlement Policy
- Student Information Advice and Guidance

6. Review

6.1 The Learning Policy will be presented every three years for approval at the Board of Governors meetings.

6.2 The Learning Policy will be reviewed annually through the self-assessment process using the following mechanisms:

- 'Recognising and Recording Progress and Achievement' (RARPA) quality framework
- Curriculum Quality Assurance (CQA)
- Internal and external verification processes including mock inspections.
- Partnership review
- Staff skills, qualifications and professional development review
- Benchmarking against OFSTED & Estyn Common inspection frameworks (Self-Assessment)
- Equality and diversity impact measures and assessment
- External audit (Estyn/OFSTED)
- Learner progress, achievement and outcomes (Management Information)

Senior Manager responsible	Reviewed by	Approved by	Date approved	Next review date
Director of Learning and Support	J Kingsbury-Elia	N Richardson	30/01/2025	January 2028