



QUALITY OF EDUCATION POLICY

Ember Learning Ltd

Document Reference:	EL-QOEP-001
Date Adopted:	1 September 2026
Status:	Adopted

1. POLICY STATEMENT

Ember Learning Ltd, is committed to delivering online alternative provision of the highest quality. This Policy sets out how we ensure that every student and mentee referred to us receives meaningful, well-planned, and appropriately supported education and mentoring that meets their individual needs and is consistent with the DfE's August 2025 voluntary national standards for non-school alternative provision.

This Policy applies to all teaching and mentoring activity delivered by Ember Learning and must be read alongside the Service Agreement (EL-SA-001), the Child Protection and Safeguarding Policy (EL-CPSP-001), and the Safer Recruitment Process (EL-SRP-001).

2. SCOPE

This Policy applies to all Teachers and Mentors delivering sessions on behalf of Ember Learning Ltd, all Company directors, and all commissioning bodies. It covers all teaching sessions delivered to students referred under Section 19 of the Education Act 1996 or directly commissioned by schools or private companies, and all mentoring sessions delivered to mentees referred by commissioning bodies including private companies.

3. CURRICULUM FRAMEWORK

3.1 Ember Learning delivers online teaching in mathematics and English to students of secondary school age who are receiving alternative provision, and online mentoring in personal development to mentees of all ages referred by commissioning bodies. Our curriculum is structured around the Oak National Academy's published curriculum resources, which provide a coherent, well-sequenced, and freely accessible framework for both subjects across Key Stage 3 and Key Stage 4.

3.2 Oak National Academy content provides lesson plans, teaching slides, retrieval questions, and worked examples that are aligned to the national curriculum. Teachers use this content as the basis for teaching session planning, adapted to reflect each student's assessed starting point and identified areas of need.

3.3 Literacy and numeracy are embedded across all sessions. In English, sessions focus on reading comprehension, grammar, punctuation, and writing skills. In mathematics, sessions address numeracy, reasoning, and problem-solving appropriate to each student's working level. Provision is not restricted to examination preparation; it is designed to build foundational skills and academic confidence. For mentoring sessions, provision is focused on personal development, goal-setting, and supporting the mentee's confidence, resilience, and readiness for future pathways.

3.4 Where a student or mentee has an Education, Health and Care Plan (EHCP) or other documented learning or support needs, the delivery is adapted within reason to reflect those needs. Commissioning bodies are responsible for communicating relevant needs at the point of referral. Ember Learning will take reasonable steps to adjust session pacing and approach accordingly.

4. BASELINE ASSESSMENT AND PERSONALISED PLANNING

4.1 Every student referred to Ember Learning completes a Baseline Assessment (Snapshot) in mathematics and English before their first substantive teaching session. This assessment is designed to be calm and low-pressure. It is delivered natively through the platform and uses a multiple-choice format to identify the student's working level across key curriculum areas. Every mentee participates in an initial needs and goals conversation during the welcome week instead of a subject-based assessment.

4.2 The baseline assessment (snapshot) informs the student's initial session plan. The Teacher uses the results to identify the appropriate curriculum starting point within the Oak National Academy sequence and to prioritise the areas of greatest need. This does not apply to mentors.

4.3 Session plans are reviewed and updated on an ongoing basis to reflect the student's progress, engagement, and any feedback received from the commissioning body. Where a student's needs change significantly, the Teacher or Mentor will notify the Company Director and the commissioning body's named contact.

5. SESSION DELIVERY STANDARDS

5.1 All sessions are delivered in groups of up to three Students or Mentees, via the platform. Sessions are 50–60 minutes in duration unless otherwise agreed in Schedule 3 (Placement Confirmation).

5.2 Teaching sessions follow a structured format: a brief mindfulness and/or shared interests activity; a possible brief content retrieval drawing on content from previous sessions; explanation of new content; guided practice; and a closing summary. Mentoring sessions follow a flexible structure agreed with the mentee, typically covering: a check-in; progress review against goals; exploration of a development theme; and agreed next steps. This structure is consistent with evidence-based approaches to effective instruction and is designed to support knowledge retention and engagement.

5.3 Teachers and Mentors are required to complete a brief post-session report following every session, recording: topics or themes covered; student or mentee engagement and participation;

any areas of difficulty or notable progress; and any welfare concerns. Reports are accessible to the Company Director and to the commissioning body on a half-termly basis.

5.4 Sessions are delivered from a professional, distraction-free environment. All sessions are recorded automatically by the platform for safeguarding purposes, in accordance with the Session Recording Policy (EL-SRP-002).

6. TEACHER AND MENTOR QUALIFICATIONS AND SUITABILITY

6.1 All Teachers and Mentors are required to demonstrate suitability for the role through at least one of the following: a relevant degree or equivalent qualification in the subject area or mentoring field; qualified teacher status (QTS) or equivalent teaching qualification; relevant mentoring qualification or accreditation; or demonstrable prior experience delivering teaching or mentoring in a relevant subject or field to young people or young adults of compulsory school age or above.

6.2 The Company Director and DSL assess suitability as part of the safer recruitment process and retain discretion to determine whether an individual's combination of qualifications and experience meets the required standard for the students they will be working with. No individual will be permitted to deliver teaching or mentoring sessions until the pre-start checklist set out in the Safer Recruitment Process (EL-SRP-001) has been completed and signed off.

6.3 All Teachers and Mentors complete mandatory safeguarding training before delivering any teaching or mentoring session. They are also required to complete the Company's platform induction, which covers the platform's features, session delivery expectations, and the post-session reporting process.

7. STUDENT INDUCTION AND WELCOME WEEK

7.1 Every student and mentee referred to Ember Learning participates in a structured welcome week before substantive sessions begin. For students, the welcome week serves to orient them to the platform and session format, establish a relationship with their Teacher, complete the Baseline Assessment (Snapshot) in English and mathematics, and communicate expectations for conduct and engagement. For mentees, the welcome week includes platform orientation, relationship-building with their Mentor, and an initial needs and goals conversation in place of a subject-based assessment.

7.2 The welcome week is not assessed and is designed to be low-pressure. Its purpose is to ensure that students and mentees feel safe, understood, and prepared before substantive sessions begin. Commissioning bodies are notified of the welcome week timetable at the point of referral.

7.3 Following the welcome week, the Teacher or Mentor will share an initial session or mentoring plan with the Company Director and, on request, with the commissioning body's nominated contact.

8. PASTORAL SUPPORT

8.1 Ember Learning recognises that students in alternative provision and mentees often have complex pastoral needs alongside their academic or personal development needs. Teachers and Mentors are trained to recognise signs of distress, disengagement, or welfare concern and to respond appropriately in accordance with the Child Protection and Safeguarding Policy (EL-CPSP-001).

8.2 Ember Learning does not provide clinical or therapeutic support. Where a student's pastoral needs require professional intervention beyond the scope of teaching, the DSL will notify the commissioning body's Designated Safeguarding Lead so that appropriate support can be arranged.

9. ATTENDANCE, PROGRESS MONITORING AND REPORTING

9.1 Ember Learning maintains accurate records of student and mentee attendance at every session. The Provider's platform generates automatic attendance alerts to the Commissioner's nominated safeguarding contact where a Student or Mentee fails to attend without prior notification. Full details of the attendance notification procedure, including response timescales and escalation stages, are set out in the Service Agreement (EL-SA-001).

9.2 Written session reports are provided to commissioning bodies on a half-termly basis. Reports cover: attendance data; engagement observations; wellbeing; curriculum areas covered; any areas of difficulty or notable progress; and any concerns raised during the period. Reports are sent to the commissioning body's nominated contact.

9.3 Where a Student or Mentee is not engaging with sessions or does not appear to be making reasonable progress, the Teacher or Mentor will notify the Company Director. The Company Director will review the position with the Teacher or Mentor and, where appropriate, contact the commissioning body to discuss whether adjustments to the provision are required.

10. REINTEGRATION SUPPORT

10.1 Ember Learning recognises that alternative provision and mentoring placements should, wherever possible, support the student's or mentee's longer-term educational or personal development pathway. Where a commissioning body has a reintegration or transition plan in place for a referred Student or Mentee, Ember Learning will cooperate with that plan and provide relevant progress information to support the transition or next steps.

10.2 Ember Learning does not hold responsibility for managing reintegration. Responsibility for planning and supporting reintegration or transition rests with the commissioning body. Ember Learning will provide such information and cooperation as is reasonably requested.

11. ALIGNMENT WITH DFE STANDARDS

11.1 Ember Learning operates in alignment with the DfE's August 2025 voluntary national standards for non-school alternative provision. These standards cover safeguarding and welfare, health and safety, admissions and support, and quality of education. This Policy addresses the quality of education strand of those standards. The Company's other policies address the remaining strands.

11.2 The Company will review its alignment with the DfE standards annually and following any update to the standards or related statutory guidance. Where the standards become mandatory through legislation, the Company will ensure full compliance before the statutory deadline.

12. POLICY REVIEW

This Policy will be reviewed annually by the Company Director and following any significant change to the Company's delivery model, curriculum approach, or relevant DfE guidance.

Policy Owner:	Jack Bradley, Director & Designated Safeguarding Lead
Date Adopted:	1 September 2026
Next Review Due:	1 September 2027 (or earlier following significant change)
Approved by:	Jack Bradley, Director, 1 September 2026