



Quality Of Education Policy

Ratified by Chair of Govs:

Signed by

A handwritten signature in blue ink, appearing to read "Amy Myers", is written over the dotted line for the signature.

Date

12/2/26

Policy Statement:

At MIAG (Meeting Individual Aspirations & Goals), we are committed to delivering a high-quality, inclusive education that enables all learners—particularly those with Social, Emotional and Mental Health (SEMH) needs and those disengaged from mainstream education—to achieve their personal aspirations and goals. Our approach ensures that learners access a broad, balanced, and ambitious curriculum which prepares them for further education, employment, and independent living.

This policy sets out the framework for planning, delivering, monitoring, and evaluating the quality of education across MIAG.

Aims:

The aims of this policy are to:

- ✚ Provide a curriculum that is **ambitious, coherent, and personalised**, meeting the needs of all learners, including SEND and EAL as required
 - ✚ Ensure **high-quality teaching, learning and assessment** that enables progress from individual starting points
 - ✚ Promote **spiritual, moral, social, and cultural (SMSC) development**, British Values, and preparation for adult life
 - ✚ Embed **careers education and guidance** in line with the Gatsby Benchmarks
 - ✚ Ensure learners develop essential **literacy, numeracy, digital, and life skills**
 - ✚ Support **wellbeing, resilience, and personal development** alongside academic progress
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Curriculum Intent, Implementation and Impact:

Intent

- ✚ Curriculum is broad, balanced, and adapted to individual needs (including SEND, EHCP outcomes, SEMH support, and EAL if required)
- ✚ Learning is sequenced to allow knowledge and skills to build progressively
- ✚ Learners experience a blend of academic, vocational, personal development, and enrichment opportunities

Implementation

- ✚ Teachers deliver well-planned lessons, adapted to learners' needs, interests, and prior attainment
- ✚ Assessment is used formatively to identify gaps and inform next steps

- ✚ Alternative and off-site provision is quality assured to ensure consistency with MIAG standards
- ✚ Staff receive regular training and professional development to maintain high expectations of teaching and learning

Impact

- ✚ Learners make measurable progress from their individual starting points
 - ✚ Attendance and engagement improve over time
 - ✚ Learners develop confidence, independence, and readiness for their next steps in education, training, or employment
 - ✚ Destinations data evidences positive outcomes
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Monitoring and Evaluation

The quality of education will be monitored through:

- ✚ Lesson observations and learning walks
- ✚ Work scrutiny and learner voice feedback
- ✚ Progress tracking and analysis of outcomes
- ✚ Attendance, behaviour, and safeguarding data
- ✚ Feedback from parents, carers, and commissioners
- ✚ Annual self-evaluation against Ofsted's Education Inspection Framework.

The Senior Leadership Team (SLT) will report termly to the Board of Directors on quality of education priorities, outcomes, and improvements

Linked Policies

This policy should be read in conjunction with:

- ✚ Curriculum & Assessment Policy
 - ✚ SEND Policy
 - ✚ Curriculum & Assessment Policy
 - ✚ Careers Education, Information, Advice & Guidance (CEIAG) Policy
 - ✚ Safeguarding & Child Protection Policy
 - ✚ Behaviour & Relationships Policy
 - ✚ Attendance & Punctuality Policy
 - ✚ Staff Training & Development Policy
 - ✚ Enrichment & Cultural Capital Policy
 - ✚ Equality, Diversity & Inclusion Policy
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Roles and Responsibilities

- ✦ **Board of Directors** – holds overall responsibility for ensuring quality of education meets statutory and Ofsted requirements
 - ✦ **Chief Operating Officer (COO)** – oversees implementation of this policy across MIAG provisions
 - ✦ **Strategic Leadership Team (SLT)** – ensure effective delivery, monitoring and evaluation of quality of education.
 - ✦ **Teachers and Support Staff** – plan and deliver high-quality learning experiences, adapting practice to meet learner needs
 - ✦ **Learners** – engage positively in learning and take responsibility for their progress.
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Review

This policy will be reviewed **annually** by the COO and SLT, or earlier if required by changes in statutory guidance, Ofsted requirements, or MIAG priorities.