



WESTERFIELD COLLEGE

LEARNING AND ENRICHMENT CENTRE

Discover. Lead. Excel.

Document Reference No	WC10
Document Title	Learning, Teaching and Academic Quality Policy
Version	Version 1.1 (Final Integration)
Status	Draft
Reviewing Member of Staff	Centre Manager
Review Date	June 15, 2026
Review Cycle	Annually

Provisionally accredited by



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IMPACT THE CHILD... IMPACT THE WORLD.



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1. Introduction & Core Ethos

Westerfield College Learning and Enrichment Centre provides short-term, high-intensity educational programmes designed to challenge, inspire, and elevate students within a condensed timeframe. Because our courses typically run for one to two weeks, every single lesson must deliver maximum academic and practical value.

This policy establishes our institutional framework for outstanding teaching, active learning, and rigorous quality assurance. We treat academic quality not merely as a matter of regulatory compliance, but as a fundamental promise to our students, parents, and international partners. Our objective is to combine academic rigour with modern, interactive teaching methodologies, ensuring that short-course students make measurable progress, build confidence, and develop critical thinking skills that extend far beyond their time at the centre.

2. Governance, Compliance & Professional Assurance

To maintain exceptional educational standards and full alignment with British independent sector benchmarks, Westerfield College Learning and Enrichment Centre coordinates its academic operations with certified professional bodies and external specialists for:

External syllabus verification and curriculum mapping.

Continuous Professional Development (CPD) and standardisation training for teaching staff.

Independent academic audits and observational frameworks.

Quality assurance benchmarks for resource allocation and digital learning tool integration.

3. Definition of Terms

To ensure operational clarity across all departments, the following definitions apply:

Academic Quality: The systematic measurement, maintenance, and enhancement of teaching standards, resource design, and student learning outcomes.

Active Learning: A pedagogical approach that directly engages students in the learning process through discussion, problem-solving, case studies, and collaborative projects, moving away from passive lecturing.

Formative Assessment: Continuous, low-stakes evaluations used by teachers during a course to monitor student learning and provide ongoing feedback to improve performance.

Summative Assessment: Appraisals conducted at the end of an instructional period to measure student achievement against defined syllabus benchmarks.

Enrichment Syllabus: A specialized curriculum that extends beyond standard school textbooks, focusing on real-world applications, advanced concepts, and intensive skill acquisition.

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4. Educational Standards & Classroom Management

4.1 Environment and Safety

The classroom is a professional, safe, and highly focused learning environment. Teachers must ensure that all physical learning spaces are arranged to promote safety, collaboration, and visibility. Any specialist equipment, science materials, or digital hardware must undergo routine safety checks prior to the arrival of students.

4.2 Group Dynamic and Class Size Control

To ensure that every student receives dedicated individual attention and comprehensive feedback during an intensive short course, class sizes are strictly capped. Maintaining small, dynamic cohorts allows teachers to monitor peer interactions closely, foster inclusive team exercises, and quickly resolve any pastoral or academic friction before it impacts the learning environment.

5. Curriculum Delivery & Pedagogical Strategy

Our teaching methodology is specifically tailored to the unique demands of high-impact, short-term courses.

5.1 Active and Applied Learning

Long, uninterrupted lectures are explicitly prohibited. Lessons must be structured to break down complex academic concepts into digestible segments, immediately followed by interactive student application. This includes structured debates, laboratory experiments, group presentations, or competitive case studies.

5.2 Contextual and Real-World Application

Syllabus topics must be explicitly linked to real-world scenarios, current global affairs, or future professional fields. By connecting academic theory to practical application, students remain highly motivated and retain information more effectively over a condensed study period.

5.3 Digital Integration and Resource Quality

All learning materials, booklets, and digital presentations must be high-quality, professional, and free from errors. Digital tools, interactive displays, and online resources are integrated seamlessly to enhance comprehension, rather than serving as a distraction or a replacement for active instruction.

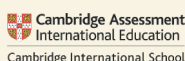
6. Proactive Academic Monitoring, Assessment and Quality Workflow

Lesson Planning Standards -> Differentiated Delivery -> Continuous Formative Assessment -> Daily Academic Progress Review -> Internal Verification & Standardization

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6.1 Diagnostic and Formative Assessment

Because our programmes are intensive, teachers cannot wait until the final day to discover if a student is struggling.

Day One Diagnostics: Teachers must conduct informal diagnostic exercises during the opening session to gauge the baseline capabilities, English language proficiency, and subject-specific familiarity of each student.

Daily Formative Checks: Every lesson must conclude with a clear formative check, such as exit tickets, digital quizzes, or peer summaries, to verify that the core learning objectives have been met.

6.2 Differentiated Support and Stretch

Classrooms accommodate students from diverse academic and international backgrounds. Teachers are required to differentiate their instruction:

Scaffolding: Providing targeted, structured support, vocabulary banks, and step-by-step frameworks for students who require additional help.

Extension Tasks: Providing high-level extension materials and advanced research questions to stretch and challenge high-achieving students, preventing academic stagnation.

6.3 Student Reporting and Feedback

Students must receive clear, constructive, and actionable verbal feedback throughout the week. At the conclusion of the programme, a formal Academic Progress Report must be compiled for each student, detailing their achievements, areas for development, and engagement levels, which is subsequently shared with parents and educational agents.

7. Teacher Performance, Standards and Academic Interventions

Academic underperformance, substandard lesson delivery, or a failure to maintain a focused learning environment will face immediate remediation under academic quality protocols.

7.1 Rigorous Quality Assurance Framework

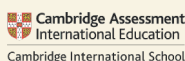
Unannounced Learning Walks: The Centre Manager and senior academic staff conduct regular, unannounced learning walks and formal classroom observations to monitor the quality of teaching, classroom management, and student engagement.

Substandard Lesson Remediation: If a lesson observation reveals that teaching standards fall below our expected benchmarks (e.g., poorly structured plans, lack of differentiation, or passive student behavior), the teacher will be placed on an immediate, daily monitoring tracker. They will receive targeted coaching and must present all subsequent lesson plans to the Centre Manager for approval before entering the classroom.

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Course Removal: Persistent failure to deliver high-quality, engaging lessons after intervention will result in the immediate removal of the teacher from the course timetable and progression to formal disciplinary procedures.

7.2 Student Code of Conduct in Lessons

Academic progress relies on mutual respect. Disruptive behavior, persistent lateness, a lack of preparation, or a refusal to participate in active learning exercises represents a direct breach of the Student Code of Conduct. If a student routinely disrupts the learning of others, they will face a Level 3 academic restriction, which may escalate to course exclusion if the behavior remains uncorrected.

8. Accelerated Academic Appeals and Course Grievances

8.1 Right to Fast-Track Academic Review

If a parent, legal guardian, or international booking agent disputes a student's final academic grading, an assessment outcome, or an academic disciplinary sanction, they have a right to an accelerated review.

Submission Timeline: The appeal must be submitted in writing via email directly to the CEO, Michael Dosunmu, within 48 hours of the academic decision or report being issued.

Operational Continuity: The student must continue to attend all scheduled classes and residential sessions as normal while the case file is being formally reviewed by management.

8.2 Panel Resolution and Final Outcome

The CEO, Michael Dosunmu, will assemble an emergency Academic Quality Panel consisting of himself and at least one independent, senior educational professional or external curriculum consultant detached from the original dispute.

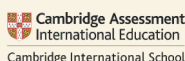
Final Judgment: The panel will thoroughly review the teacher's lesson logs, samples of the student's work, observation records, and written representations from the family. The CEO will issue a final, binding decision in writing within 3 working days, establishing whether a grade adjustment, course transfer, or alternative academic remediation is warranted.

9. Professional Development & Standardisation

9.1 Pre-Course Briefings and Induction

Prior to the launch of any short-term enrichment cycle, all academic staff must complete a mandatory induction programme. This session covers our active learning philosophies, differentiation strategies for international cohorts, and student behavior management protocols.

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9.2 Peer Standardization Sessions

To ensure marking consistency, fairness, and absolute equity across different class groups, teachers must participate in regular peer standardisation sessions. During these meetings, staff cross-examine samples of student work and portfolios to ensure that grading criteria are applied uniformly across the entire centre.

10. Policy Review & Version History

10.1 Policy Review

To preserve absolute alignment with both statutory regulations and internal administrative shifts, this policy is subject to a formal, rigorous review cycle annually by the Centre Manager. If internal restructuring, legislative changes, or independent inspection assessments necessitate an earlier update, the review window will be moved forward accordingly.

10.2 Version History

The table below tracks the complete evolution of this policy document:

No: 1

Revised on: 30th November 2024

Version: Version 1.0

Changes: Initial baseline formulation for student internet access codes and basic computer lab guidelines.

Approved by: Academic Board

Date of Approval: 30th November 2024

Revised by: Policy Lead

No: 2

Revised on: 15th June 2026

Version: Version 1.1

Changes: Comprehensive upgrade implementing enterprise-grade automated filtering controls, real-time trigger keywords alerts, a detailed digital code of conduct, fast-tracked 12-hour parent/agent notifications, parental financial travel liabilities for digital exclusions, and accelerated appeal tracks under the joint authority of the CEO, Michael Dosunmu, and the Centre Manager.

Approved by: Centre Manager

Date of Approval: 15th June 2026

Revised by: Senior Registry Officer

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