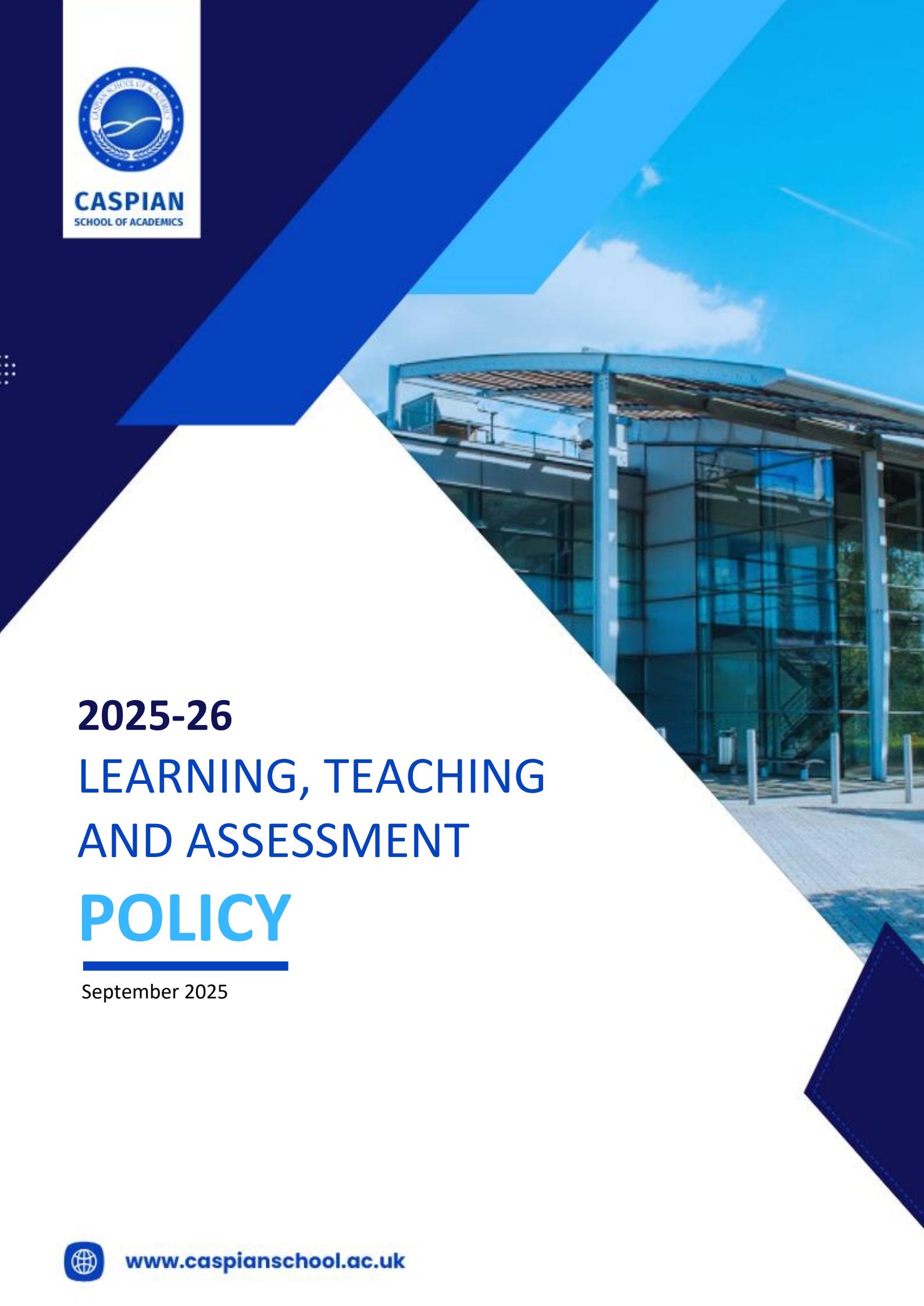




CASPIAN
SCHOOL OF ACADEMICS

A large, modern building with a glass facade and a blue steel frame, set against a bright blue sky with white clouds. The building has a curved roofline and a glass-enclosed entrance area. The foreground shows a paved walkway with some blue poles.

2025-26 LEARNING, TEACHING AND ASSESSMENT POLICY

September 2025



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Introduction

The School considers structured organisation, careful administration, ongoing evaluation, and planned development of both teaching and learning, as well as assessment management, to be critical to its success. A great student learning experience requires excellent teaching and learning, as well as well-designed, clear, and effective assessment arrangements.

Terminology

The term "teaching" refers to all of the ways in which the School provides curriculum to its students, including both face-to-face and technological delivery methods. The term 'learning' is used to refer to both student learning and teaching specialised learning.

The term 'assessment' refers to all of the ways the School evaluates a student's knowledge, understanding, abilities, or skills, as well as providing supporting comments to help them improve their performance.

Scope

This policy outlines the School's teaching philosophy and expectations for systematic planning and preparation to accomplish learning objectives (teaching observation arrangements are covered under this policy and its associated procedures). The policy also lays out requirements for creating and maintaining a productive learning environment, including tutorial arrangements and fostering self-directed study.

The School's assessment approach and expectations for assessment that supports learning and is performed with rigour and fairness are outlined in this policy.

Aims

The policy's main goal is to guarantee that the School takes all necessary steps to ensure that effective and student-centred instruction is provided, that teaching delivery methods are diverse and tailored to foster student participation, and that curriculum is relevant to real-world situations. Furthermore, the goal is to give a variety of learning experiences that cultivate and encourage individual learning.

In terms of assessment, the policy intends to guarantee that students have the opportunity to attain the intended learning goals of their programmes, and that assessment is robust, valid, fair, and consistent across all programmes and consistently meets and exceeds threshold standards.

Objectives

The following are the goals of the Teaching and Learning Policy and the processes:

Teaching and Learning

- to promote a strategic approach to learning among staff and students that recognises the value of active involvement, reflection, and the development of independent learning capabilities
- to choose and hire only teachers who are suitably qualified and experienced
- to encourage teaching professionals and students to engage in reflective practice

- to offer instruction and organise learning resources in such a way that all students may achieve the desired learning goals
- to ensure that all members of staff involved in teaching and learning get adequate and effective management and peer support
- to promote and encourage autonomous learning and reflection
- to support a culture of continuous improvement based on student feedback, sharing of good practice and best sector practices.

Assessment

- to develop suitable assessment mechanisms to guarantee that academic standards and learning outcomes for each programme are satisfied
- to ensure students have access to clear assessment and grading criteria
- to examine the efficiency of assessment processes and procedures on a regular basis
- to make sure that assessment procedures are fair, reasonable, legitimate, and secure, and to make sure that students are aware of them.
- Assessment practices that are well-designed and diversified are used to support successful learning.
- to make sure that formative evaluation is done whenever possible to help students learn more effectively
- to guarantee that evaluations are carried out with rigour, probity, and impartiality
- to ensure that internal verification procedures are effective and thorough, and that roles and responsibilities for assessment management are clearly stated
- to offer students appropriate, timely, and helpful and constructive feedback on their assessed work.
- to encourage students to engage in appropriate academic behaviour such as prompt submission of both formative and summative assessments
- to keep track of all assessment decisions in an organised and reliable manner

Learning and Teaching procedures

- 4.1 Course delivery
- 4.2 Recognition of Prior Learning
- 4.3 Access and fair assessment
- 4.4 Curriculum
- 4.5 Guide to assessment and internal verification
- 4.6 Tutorial arrangements
- 4.7 External assessment
- 4.8 Assignment submission
- 4.9 Teaching observation and peer review
- 4.10 Malpractice/Maladministration
- 4.11 External Examiner protocols
- 4.12 Extenuating Circumstances and Reasonable Adjustment
- 4.13 Assessment Feedback