

NEO — Teaching and Learning Policy

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NEO BY NUDGE EDUCATION

Teaching and Learning Policy Nudge Education Online

Policy Owner	Director, Nudge Education Online & Head of School
Approved	April 2026
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Operating Company	Nudge Education Ltd (Company Number 10192753)
Proprietor	Diego Melo
Accreditation Route	Online Education Accreditation Scheme (OEAS) — accreditation in progress

This policy applies to all learners, staff, practitioners, contractors, volunteers and visitors of Nudge Education Online (NEO). NEO is a fully online alternative provision for learners aged 11–18, operated by Nudge Education Ltd. NEO is not a DfE-registered independent school and is not subject to Independent Schools Inspectorate (ISI) inspection. NEO is pursuing OEAS accreditation only.

1. Purpose and Ethos

Nudge Education Online (NEO) exists to provide a trauma-informed, neurodivergent-affirming, and relational online education for learners aged 11–18 (Key Stage 3, 4, and 5). Teaching and learning practices are grounded in the

six Cornerstones — Connection, Movement, Creativity, Reflection, Rest, and Nutrition — and are designed to: Create a safe, welcoming digital environment where every learner feels seen, heard, and valued. Focus on learner strengths, interests, and agency as starting points for growth. Remove the barriers of traditional schooling by using flexible models of live, asynchronous, and independent learning. Build emotional, social, and academic coherence so learners can thrive both within and beyond formal education. Prepare learners for further study, employment, and independent adult life through a curriculum that develops confidence, resilience, and self-advocacy. NEO's guiding values are curiosity, trust, autonomy, and collaboration. Every decision about teaching and learning is measured against these values and the question: does this help this learner feel safe, connected, and ready to grow? NEO is not a DfE-registered independent school and is not subject to ISI inspection. NEO pursues OEAS accreditation only. This policy aligns with OEAS accreditation criteria relating to curriculum and teaching quality.

2. Curriculum Intent

NEO designs and delivers a broad, balanced, and flexible curriculum that: Responds to each learner's readiness, preferred learning style, and individual needs. Embeds academic, creative, technological, and personal development learning. Celebrates neurodivergence as a strength, positioning learners as capable, resourceful individuals. Prepares learners for further study, work, and life beyond school by fostering resilience, self-advocacy, and self-awareness. Aligns with OEAS accreditation expectations for curriculum breadth, balance, and rigour.

2.1 Curriculum Breadth

The curriculum includes opportunities across the following areas, adapted to the needs and aspirations of each learner: English language and literacy Mathematics and numeracy Science Personal, social, health, and economic education (PSHE) and RSHE Creative arts and design Digital literacy and technology Humanities and social sciences Physical wellbeing and movement (aligned with the Cornerstone of Movement) Careers education, information, advice, and guidance (CEIAG) Where learners are working towards formal qualifications, NEO supports preparation for GCSE, IGCSE, Functional Skills, and other accredited pathways as appropriate. Public examination entry fees

are charged separately to families or commissioners (see NEO Admissions Policy and Terms and Conditions).

2.2 Spiritual, Moral, Social, and Cultural Development (SMSC)

The curriculum actively promotes learners’ spiritual, moral, social, and cultural development. Learners are encouraged to explore fundamental British values — democracy, the rule of law, individual liberty, and mutual respect and tolerance — through discussion, debate, and reflective practice. SMSC is woven into pastoral interactions, RSHE, and the broader curriculum rather than delivered as standalone lessons.

3. Modes of Teaching and Learning

Teaching and learning at NEO take place across three complementary modes. Live lessons are delivered by qualified subject-specialist teachers. Pastoral continuity across all three modes is provided by the learner’s named practitioner (mentor), who is a single point of contact rather than a lesson deliverer.

Mode	Primary Platform	Description
Live Lessons	Google Meet	Small-group and one-to-one lessons delivered by qualified subject-specialist teachers. Relational presence is central: even quiet participation is valued. Lessons are interactive, responsive, and adapted in real time to learner engagement.
Asynchronous Learning	Google Classroom	Structured courses, assignments, creative prompts, and resources designed for learners to work through

Mode	Primary Platform	Description
		at their own pace. Allows revisiting, reflection, and flexible scheduling.
Independent Exploration	Google Workspace	Learner-led projects, creative work, and self-directed study supported by the named practitioner. Not routinely assessed but encouraged as a space for curiosity and growth.

Teachers are encouraged to adapt materials in real time, co-create projects with learners, and use multimodal approaches that meet different learning preferences. The balance between live, asynchronous, and independent learning is adjusted for each learner based on their needs, preferences, and co-designed agreement.

4. Effective Teaching at NEO

Effective teaching in NEO's online environment is characterised by:

4.1 Relational Practice

Building trust and rapport before demanding academic output. Using relational check-ins at the start and end of every live lesson. Knowing each learner's strengths, triggers, and preferences (with the named practitioner as the custodian of continuity). Responding to dysregulation with co-regulation, not correction.

4.2 Inclusive and Accessible Design

Predictable lesson structures with clear visual schedules and advance information. Scaffolded language, chunked instructions, and multimodal presentation (visual, auditory, written). Flexible pacing with built-in movement and rest breaks aligned to the Cornerstones. Use of assistive technology and accessibility features within Google Workspace. Options for learners to

demonstrate understanding in different ways (voice, text, image, video).
Alignment with WCAG 2.1 Level AA for learner-facing content.

4.3 High Expectations with High Support

Setting ambitious but achievable goals co-designed with each learner.
Providing specific, strengths-based feedback that names what the learner has done well and what to try next. Scaffolding challenge so that learners experience productive struggle without overwhelm. Celebrating effort, courage, and growth — not just attainment.

4.4 Responsive and Adaptive

Reading the room in real time and adjusting the lesson accordingly. Offering choice in activities, pace, and level of interaction. Using formative assessment to inform next steps rather than to rank or grade. Integrating learner voice into curriculum planning and lesson design.

5. Assessment and Learner Readiness

NEO's approach to assessment is affirming, relational, and learner-led.
Assessment serves learning; it does not define the learner.

5.1 Baseline Assessment

On joining NEO, each learner undergoes a neurodivergent-affirming baseline assessment designed to understand how they think, communicate, and learn best. This is not a ranking exercise: Tools include project-based tasks, creative challenges, self-reflection, and conversation. Assessments are opt-in, co-designed, and low-pressure. Results feed into the learner's profile on Google Classroom, forming a living document of strengths, preferences, and goals.

5.2 Ongoing Assessment

Formative assessment is embedded into day-to-day teaching through observation, dialogue, and review of work. Summative assessment is used where appropriate, including for learners working towards GCSE, IGCSE, Functional Skills, or other formal qualifications. Assessment data is used to inform teaching, identify emerging needs, and celebrate progress.

5.3 Principles for External Benchmarking

External assessments or screening tools are framed as exploration, not diagnosis. They are paired with creative tasks, observations, and dialogue. Learners may opt out or work at their own pace. The emphasis is on strengths and preferred learning styles, not on gaps or deficits. Where learners enter public examinations, exam entry fees are charged separately from tuition fees.

6. Impact and Outcomes

NEO measures the success of its teaching and learning through: Learner engagement: presence, participation, and the quality of interaction in ways that feel safe for each individual. Development of resilience, curiosity, confidence, and self-advocacy. Progress towards learner-defined goals, not solely external qualifications. Academic achievement where appropriate, including GCSE, IGCSE, Functional Skills, and vocational pathways. Positive post-16 and post-18 destinations aligned with each learner's strengths and aspirations. Learner, family, and staff voice gathered through surveys, reviews, and feedback. Re-engagement indicators for learners who arrived with EBSNA or significant attendance disruption.

7. Quality Assurance

NEO maintains a robust quality assurance cycle to ensure that teaching and learning are consistently high quality, responsive, and aligned with NEO values:

Activity	Frequency	Led By
Reflective planning and lesson review	Weekly	Qualified subject-specialist teachers
Learner progress reviews	Termly	Teachers, practitioners, learners, and families
Lesson observations and learning walks	At least termly	Director / Head of School

Activity	Frequency	Led By
Peer observation and reflective dialogue	Termly	Teacher pairs
Learner voice and feedback	Ongoing; formally termly	Director / Head of School
Family feedback	Termly (surveys and reviews)	Named practitioner and Director / Head of School
CPD and professional development	Ongoing; formally termly	Director / Head of School and SENCo
Curriculum review	Annually	Director / Head of School with Proprietor sign-off

Quality assurance findings feed directly into staff development, curriculum planning, and policy review.

8. Careers Education, Information, Advice, and Guidance

NEO provides impartial careers education, information, advice, and guidance (CEIAG) appropriate to the age and needs of its learners. This includes: Helping learners to understand their own strengths, interests, and aspirations. Providing information about further education, training, apprenticeships, and employment options. Supporting learners to make informed decisions about post-16 and post-18 pathways. Embedding careers awareness into the broader curriculum and pastoral programme. Facilitating access to independent careers guidance where appropriate. CEIAG is delivered in an age-appropriate, strengths-based way that respects each learner's pace and readiness.

9. Staff Development and Continuous Professional Development

All staff, practitioners, and qualified teachers receive ongoing professional development to ensure they can deliver high-quality, inclusive teaching in an

online environment. CPD priorities include: Trauma-informed and neurodivergent-affirming pedagogy. Effective online teaching techniques, including use of Google Classroom and Google Meet. Differentiation and reasonable adjustments for learners with SEND. Assessment for learning in online environments. Safeguarding and online safety. Relational approaches to behaviour and regulation. EBSNA awareness and re-engagement strategies. Responsible use of AI in planning, resource creation, and marking. Staff are encouraged to engage in reflective practice, peer observation, and collaborative planning. Reflective supervision is available for all staff working in pastoral or safeguarding roles.

10. Safeguarding and Wellbeing

All teaching and learning practices at NEO are rooted in safeguarding and wellbeing: All online learning spaces are staff-moderated and designed to balance learner freedom with safety. Digital wellbeing is taught explicitly, including online safety, healthy screen habits, and the responsible use of AI. Staff work with parents and carers — through the named practitioner as primary contact — as partners in supporting learner regulation, safety, and readiness for learning. The six Cornerstones provide a framework for ensuring that wellbeing is embedded in every aspect of the learner's experience, not treated as an add-on. Any safeguarding concern arising from a teaching or learning context is reported immediately to the DSL in line with the NEO Child Protection and Safeguarding Policy.

11. Use of Artificial Intelligence in Teaching and Learning

NEO recognises that AI tools are an increasingly important part of the educational landscape. Use is consent-gated and governed by NEO's agentic-AI design principles — identity containment, consent gates, bounded autonomy, and a human decision-maker in the loop for any decision that materially affects a learner. The following principles govern AI use in teaching and learning: AI may be used by staff to support lesson planning, resource creation, and differentiation, provided outputs are reviewed and adapted by a qualified professional before use. Learners are taught AI literacy as part of the curriculum, including how AI works, its limitations, and the ethical questions it raises. AI must not be used to replace professional judgement in assessment,

safeguarding, or pastoral decisions. All AI use must comply with the NEO Data Protection, Confidentiality and Privacy Policy and must not involve the processing of personal data without DPO approval and a completed DPIA. Staff must declare when AI has contributed to the creation of educational materials, marking feedback, or reports. Learners are supported to understand generative-AI risks including deepfakes, hallucinated content, and misinformation.

12. Monitoring and Review

This policy is reviewed annually by the Director / Head of School and approved by the Proprietor. Learner, staff, and family feedback directly inform updates. Findings from quality assurance activities, OEAS accreditation feedback, and changes in statutory guidance feed into the review process. Review cadence may increase during the initial period, subject to review according to the growth rate of the organisation.

Related Policies

This policy should be read alongside: NEO Child Protection and Safeguarding Policy NEO SEND Policy NEO Behaviour and Regulation Policy NEO Online Safety and Acceptable Use Policy NEO Equal Opportunities, Equality and Diversity Policy NEO Data Protection, Confidentiality and Privacy Policy NEO Admissions Policy NEO Complaints Procedure NEO Terms and Conditions

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