



QUALITY ASSURANCE POLICY & PROCEDURE

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Summary of amendments:

V1.8 - removed references to Standards Tracker and replaced with 'Every' / RAGG replaced with star ratings / Links to MS forms added / MAT 12 teacher standards replaced with DfE teacher standards



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1. Introduction

- 1.1 This policy applies to all teaching employees in the trust.
- 1.2 Our belief in “Valuing People, Supporting Personal Best” means we are committed to investing in our staff, to help them be happy at work, celebrate success, to provide feedback on their performance and offer support they may need to achieve the highest standards they are capable of, including training or guidance they need to undertake their jobs effectively.
- 1.3 The information and data collected will be shared with individual staff via the Every System.

2. Purpose and scope

- 2.1 Quality Assurance is the process for assessing, through a variety of individual, departmental and school level evidence collection.
- 2.2 Quality Assurance is intended be a supportive and developmental process designed to ensure that all employees have the skills and support they require in order to carry out their role effectively and, in addition, to enable staff to engage in continued professional development in order to improve their personal performance and practice - supporting personal best.
- 2.3 Quality Assurance allows the Trust to celebrate success and share best teaching practice.
- 2.4 The practical purpose of this policy is to ensure that a fair and consistent procedure is applied to all employees, always having regard to the specific nature of their individual employment. This policy sets out the framework for a clear and consistent assessment of the overall performance of each and every employee in our trust, and for supporting their development within the context of the trust’s overall plan for improving educational provision and performance, and the professional standards expected of teaching staff.
- 2.5 This policy applies to all teaching staff employed by the trust, except those on contracts of less than one term.
- 2.6 Reasonable adjustments to quality assurance can be made for someone with a disability.
- 2.7 QA activities will include a focus on curriculum planning to support staff and pupils to better understand subject specific components of knowledge, and the links between them within a well sequenced, ambitious curriculum. Discussions with leaders, work scrutiny, pupil discussions and lesson visits will take place.

3. Confidentiality

- 3.1 All information will be shared with the individual, their line manager(s) and relevant members of the school’s or trust’s leadership teams.



4. The Trust Strategic Plan Goals and Objectives

4.1 All staff will use the goals and objectives below to link their personal objectives to during Personal Development Plan reviews so that we can all help our schools to deliver success by working together as a team.

Overcome disadvantage & help all pupils achieve outstanding outcomes	Deliver an outstanding curriculum & pedagogy	Recruit & retain an outstanding workforce	Provide outstanding leadership, management & infrastructure	Build positive communities that achieve outstanding outcomes together
<ol style="list-style-type: none">1.Pupils are safe, happy and healthy2.The highest standards of behaviour3.First class support to overcome any disadvantage4.A wide range of enriching experiences	<ol style="list-style-type: none">1.A 'showcase' curriculum2.Experts in curriculum planning & delivery3.Experts in the science of learning4.Full access for all pupils	<ol style="list-style-type: none">1.Working conditions that staff value2.Outstanding professional development opportunities3.Welcome people who share our values	<ol style="list-style-type: none">1.Expert governance2.Partners in our community3.Secure value for money4.The best trust, not the biggest5.A supportive infrastructure	<ol style="list-style-type: none">1.Act ethically2.Help everyone feel valued3.Celebrate our diversity & common values4.Celebrate our successes along the way

5. The Teacher Standards

5.1 Leaders should use the following standards below to monitor the quality of teaching and learning.

Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired



- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being

6. The Quality Assurance process

- 6.1 There are a number of activities that may be undertaken to monitor and evaluate the quality of teaching and learning. These are mentioned in detail on the next few pages.
- 6.2 A 'Deep Dive' is the main form of QA and will be completed in each subject area usually once an academic year by leaders within the school and/or the trust. Schools will be able to identify areas of priority and tailor their QA activities (see QA activities mentioned below) to support further progress in these areas.



- 6.3 The aim is to ensure that all pupils receive an ambitious curriculum (at least of comparable breadth and depth to the National Curriculum) and therefore all QA activities will be supported by the relevant subject curriculum plans and documentation to monitor the 'Quality of Education'. Curriculum plans will be discussed during QA activities and may also undergo additional quality assurance checks.

Quality assurance of Curriculum Plans

Leaders and teachers need to regularly review the content and sequence of the curriculum plan and adapt these as appropriate to meet the needs of all pupils, including disadvantaged and SEND. Teachers and leaders need to consider the links made between the components of learning in their curriculum specialisms, including prior and transferable knowledge through curriculum planning documents.

Templates to be used:

- The **Share MAT template** must be used by leaders in all subjects when producing their Curriculum Plans.
- The **Share MAT templates for QA activities:**

Discussion with Pupils about Learning: <https://forms.office.com/e/fvE56N8zim>

Pupils' Work Scrutiny Record: <https://forms.office.com/e/DenBwwGwp2>

Multiple Lesson Visits Record (Secondary): <https://forms.office.com/e/h3R05PZBTK>

Multiple Lesson Visits Record (Primary): <https://forms.office.com/e/03XCTx1EwR>

A separate Share MAT template should be used to provide feedback for individual lesson visits.

Communication and regular checks of curriculum plans:

- **Communicate** the key components of learning with staff and pupils, and how this links to prior and transferable knowledge. How does this help them to become independent and more confident learners?
- **Check for understanding** – What do/don't pupils know and understand about their own learning journey, and how and why they are deepening their knowledge in each subject?
- **Assessment** – How does assessment and feedback help identify what pupils have and haven't remembered and how do teachers and leaders use this information to influence planning?

- 6.4 QA activities should always ask the following questions – Are pupils knowing more, remembering more and doing more due to a logically sequenced, ambitious curriculum? Are all pupils, including disadvantaged and SEND, well supported to reach their potential?



Reviews, including 'deep dives'

- 6.5 An external consultant/trust will lead an annual peer review in each academy. The consultants will be joined by senior leaders from other trust schools. The purpose of the reviews is to support and develop the current provision.
- 6.6 Each academy will organise an internal programme of subject 'deep dive' reviews. These reviews will be quality assured by a team of colleagues within the SHARE MAT.
- 6.7 Reviews will take place over one to two days and usually involve all QA activities e.g. lesson visits, work scrutiny, discussions with pupils, discussions with teachers, discussions with leaders looking at a range of identified documentation such as plans, reports and evaluations. All activities are described in detail below.
- 6.8 This review process allows for evidence to be triangulated giving a clearer understanding of strengths, areas for development and next steps in a subject area.
- 6.9 All information gathered from these activities and individual feedback will be used as evidence when monitoring progress against teacher &/or leadership standards during the annual appraisal process.
- 6.10 Teachers/Leaders should upload any ongoing QA evidence on their 'Every' account.





Subject Leader Discussions

Subject leader – Guidance questions

- What is the **design of your subject's curriculum** and explain with specific examples?
 - **Why that, why then?** Evaluate the curriculum plans in relation to the content, the components and the sequence to deepen knowledge.
 - How do you know it is an **ambitious curriculum** and explain with specific examples?
 - Does the curriculum match or **exceed the national curriculum**/specification?
 - Are **end points** clearly planned throughout the year to allow for a progressive curriculum?
 - Give specific examples of **key points** in your curriculum.
 - How does the curriculum support retention activities to ensure the pupils **remember more?** Give specific examples.
 - Are your teachers skilful in **curriculum delivery**?
 - Are your teachers skilful in **assessing knowledge** each lesson and how are they adapting their planning, giving specific examples?
 - How is **assessment** used and are they rigorous and reliable? Give specific examples.
 - Is the **curriculum being delivered skilfully** and how do you know?
 - How do you support staff with their **subject/pedagogical knowledge?** Give specific examples.
 - How do you support non-specialist staff?
 - Do teachers regularly discuss where the pupils are at and what the teachers are doing to support catch up whilst still making the learning ambitious for all?
 - How do you **support all pupils**, especially key disadvantaged pupils and SEND pupils, giving specific examples? Give specific examples.
 - What will we see pupils doing in a lesson today? How does this link to the bigger picture of learning? Give examples.
 - What whole school areas of focus link to your curriculum?
 - How does your curriculum support literacy, SMSC, cultural capital etc? Give examples.
 - How do you promote future opportunities linked to your subject's knowledge and skills? Give examples.
- 6.11 All information gathered from the subject leader discussion will be uploaded to the subject leader's record on the 'Every' system.

Work scrutiny <https://forms.office.com/e/DenBwwGwp2>

- 6.12 The academy will operate a system of work scrutiny checks throughout the year. Work scrutiny will look to identify if work across the curriculum is ambitious, following the curriculum and of a high standard.
- 6.13 Work scrutiny tasks are seen as important developmental exercises and will be carried out by middle, senior and trust leaders on a regular basis.
- 6.14 Some work scrutiny tasks may take place as part of a department training exercise to share standards across a department and identify areas for development.
- 6.15 The academy will also monitor specific groups of learners and individuals on an 'ad hoc' basis in line with specific priority areas for example SEND or Disadvantaged pupils.



6.16 A selection of possible questions staff may ask themselves during the work scrutiny are shown below.

Work scrutiny - Guidance questions

- Can you identify that pupils are following in the curriculum plans?
- Can you pick out logical sequencing of knowledge and skills?
- Is the work challenging and ambitious for the cohort of pupils?
- Is the work progressively building important knowledge over time?
- Is there a difference between the quality of the work produced by different cohorts of pupils e.g. boys/girls, disadvantaged/non-disadvantaged?
- Are teachers helping pupils to correct misconceptions?
- Do teachers spot gaps in knowledge and help pupils to catch up?
- Are teachers helping pupils to catch up on work missed?
- Are pupils following the expectations set by the teacher? Are these expectations high enough?

6.17 All information gathered from the work scrutiny will be uploaded to the relevant teacher/leader's 'Every' system via the evidence form.

Discussions with pupils <https://forms.office.com/e/fvE56N8zim>

6.18 The academy will also have discussions with pupils throughout the year. Discussions with pupils allows for clarity on specific elements of the curriculum delivery and how much knowledge the pupils remember.

6.19 Pupils are encouraged to bring subject work books to the discussion.

6.20 Discussions with pupils will include a small group of pupils from two different Year groups, including key cohort pupils.

6.21 The academy will also monitor specific groups of learners and individuals on an 'ad hoc' basis in line with specific priority areas for example SEND or Disadvantaged pupils.

6.22 Pupils will be asked specific questions linked to their knowledge of key aspects of the curriculum. Leaders should refer to the relevant national curriculum/specification. A section of possible questions can be seen below. These are examples and further questions may be used to dig further into a subject area.

Pupil discussion - Guidance questions

- What did you learn about in today's (subject) lesson?
- What did you learn about in earlier lessons about this topic?
- Have you any prior knowledge about this topic?
- What else do you know about this topic?
- How does this topic fit in with the 'bigger picture' of this subject?
- Can you tell me about any other topics in (subject)?
- Why is this topic important?
- Is the work hard in this subject?
- What piece of work did you find challenging? Pupils may show you an example.
- How does the teacher help you when the activity is challenging?



- How does this subject compare to this time last year?
- Do you ever get the chance to revisit topics?
- What do assessments look like in this subject? How do they help you remember things?
- Does the teacher help you to catch up if you missed work or if you have made mistakes in assessments?
- Do you get homework from this subject? Does it help you learn or remember information?
- Try and link some questions to key elements of the NC/exam specification in this subject area. For example, how often do you get to explore maps in KS2 Geography lessons?

6.23 All information gathered from the pupil discussion activities will be uploaded to the relevant teacher/leader's record on the 'Every' system.

Lesson Visits

(Secondary): <https://forms.office.com/e/h3R05PZBTK>

(Primary): <https://forms.office.com/e/03XCTx1EwR>

6.24 Lesson visits are based on the DfE Teacher Standards. These standards will provide opportunities for individual schools and the trust to accurately evaluate behaviour in lessons and effective teacher curriculum implementation.

6.25 The main reasons for lesson visits are to check curriculum content is being delivered successfully and whether pupils are behaving well, engaging in their learning and working hard on relevant tasks. The observer will identify strengths and any areas for development in our day to day practice. We will always offer feedback both verbally and via the relevant feedback form. They may also allow individuals to share best practice or gain further coaching and support when appropriate.

6.26 Lesson visits will usually be unannounced and may occur a number of times each term.

Specific information:

- The duration of a lesson visit will be around 15 minutes.
- It is envisaged that only 2 or 3 standards will be focussed upon in each visit, with strengths, areas for development and next steps highlighted.
- Lesson visits will only be given a 'star rating' once the leader has completed at least 3 visits in their subject/phase/department.
- To develop colleagues and ensure quality assurance, some lesson visits may be paired or take place with small groups of observers (internal and external to the trust).
- The relevant MS form or individual lesson visit form will be used to record lesson visits.
- It is envisaged staff will use the lesson visits as appraisal evidence but teachers may request additional formal observations if they want to add to their evidence portfolios.



7. QA Feedback

- 7.1 Verbal feedback will be given to staff as soon as practicable, ideally on the day (and no later than 5 working days).
- 7.2 Written feedback should highlight areas of strength, areas for development and next steps. A star rating may be used if appropriate, but not for individual visits.

SHARE Star Ratings

Following at least 3 lesson visits, the SHARE RAGG* ratings should be used to signpost collective strengths and areas for development:

5 stars = Consistent exceptional practice seen

4 stars = Consistent good practice seen

3 stars = Good practice seen, but not consistent

2 stars = Inconsistent practice seen which needs addressing

1 star = Concerns which need addressing urgently

- 7.3 Written feedback will be shared via email to the teacher. All relevant line managers and leaders will be included in the email.
- 7.4 Staff will receive regular constructive feedback on their performance throughout the year and during their annual appraisal and mid-year review. This may include optional review meetings in January and May.

8. Training and CPD

- 8.1 QA activities allow staff to reflect on their strengths and areas for development and seek further training and support within areas for need.
- 8.2 Leaders will monitor the QA information to ensure appropriate support and follow up is provided to support specific individuals and/or departments.
- 8.3 Teacher subject knowledge and pedagogy, alongside the latest research and evidence (science of learning, cognitive overload for example) is at the forefront of all whole school training and should be specific not generic.
- 8.4 Leaders should try to ensure that teachers are supported in their personal CPD requests at a school and trust level.
- 8.5 Leaders should encourage teachers to attend the wide range of training programmes within the Teaching School Hub to support teacher progression e.g. NPQ's, SHARE MAT Programmes, Ambition Institute Programmes. This also supports succession planning within the trust.
- 8.6 Teachers and leaders should be encouraged to share best practice within their own school and across the trust by engaging in the training for Initial Teacher Trainees (ITT), Early Career Teachers (ECT) and facilitation, mentoring and coaching of National Professional Qualifications (NPQs) for example.
- 8.7 Early Career Teachers (ECT) are fully supported through the Early Career Framework (ECF) via the Teaching School Hub, in addition to school and trust training and induction processes.



- 8.8 In circumstances where the evidence shows that a member of staff may not be meeting the required SHARE MAT Standard(s) an informal support programme may be recommended. All supportive work will be appropriate to the colleague's individual development needs. Schools will decide on the objectives for the member of staff and set a (usually) six-week cycle of support. This may include a nominated member of staff within the school/trust or external support.

Related Policy and Guidance:

'Every' Appraisal Guidance

Appraisal Policy

National Teachers' Standards Audit

National Teacher Standards Document

Trust Capability Policy