

QUALITY ASSURANCE POLICY & PROCEDURE

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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 People Development platform.

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 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 Golden 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
1. Pupils are safe, happy and healthy 2. The highest standards of behaviour 3. First class support to overcome any disadvantage 4. A wide range of enriching experiences	1. A 'showcase' curriculum 2. Experts in curriculum planning & delivery 3. Experts in the science of learning 4. Full access for all pupils	1. Working conditions that staff value 2. Outstanding professional development opportunities 3. Welcome people who share our values	1. Expert governance 2. Partners in our community 3. Secure value for money 4. The best trust, not the biggest 5. A supportive infrastructure	1. Act ethically 2. Help everyone feel valued 3. Celebrate our diversity & common values 4. 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.

Plan	Routines	Explain	Practice	Retrieve
Design and adapt a well sequenced curriculum that builds Golden Knowledge over time.	Establish consistent and clear routines that help pupils to work hard and support good learning.	Deliver curriculum content through clear and simple explanations, demonstrations and a few, well-chosen examples.	Give pupils sufficient time to practise the Golden Knowledge.	Plan enough retrieval opportunities at suitable intervals to embed learning.
Prepare activities to meet the needs of all pupils.	Reinforce expectations and success through positive relationships.	Give pupils clear instructions about the tasks they must complete.	Adapt tasks based on how well pupils are learning.	Provide feedback to help pupils make further progress.

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 explained on the next few pages.
- 6.2 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 'Curriculum & Teaching'. Curriculum plans can be discussed during QA activities and may also undergo additional quality assurance checks.



Quality assurance of Curriculum Plans

Leaders and teachers will 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 form** (link below) must be used for QA activities including work scrutiny, student voice, lesson visits or subject 'deep dives'

<https://forms.office.com/e/SdHGV74faP>

Feedback for **individual lesson visits** must be recorded on the relevant staff's People Development platform.

Further guidance when completing work scrutiny, student voice or lesson visits can be found here [USG Trust Improvement Handbook - Documents - QA guidance documents - All Documents](#)

Communication and regular checks of curriculum plans:

- **Communicate** the Golden Knowledge 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?

- 6.3 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?

Peer Reviews and Subject Reviews

- 6.4 An external consultant/trust will lead an annual peer review in each academy. The consultant will be joined by senior leaders from other trust schools. The purpose of the reviews is to support and develop the current provision.
- 6.5 In addition to the day-to-day Quality Assurance activities, each academy can organise subject reviews. These reviews will be quality assured by a team of colleagues within the SHARE MAT.
- 6.6 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,



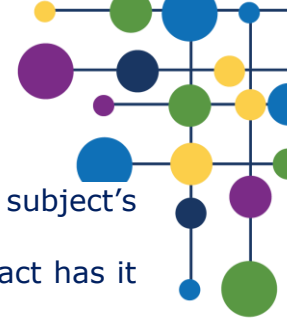
discussions with leaders looking at a range of identified documentation such as plans, reports and evaluations. All activities are described in detail below.

- 6.7 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.
- 6.8 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.
- 6.9 Teachers/Leaders should upload any ongoing QA evidence on their People Development platform account.

Subject/Senior Leader Discussions

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** including for DA, SEND, those know (or previously known) to social care, and those who may face barriers to learning and/or well-being; explain with specific examples?
- What is the most essential Knowledge that all pupils need to know, understand and apply to ensure that they have **strong foundations on which to build new knowledge**? 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 in each year group/key stage?
- 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.
- How do you build **strong foundations** in communication and language, reading, writing and mathematics for pupils of all abilities?
- 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 to help pupils embed key concepts, use knowledge fluently and develop their understanding; 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 to meet their specific needs, 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 and experiences linked to your subject's knowledge and skills? Give examples.
- How has your curriculum and teaching been refined over time and what impact has it had upon the learning and development of pupils?

6.10 All information gathered from the subject leader discussion will be uploaded to the subject leader's record on the People Development platform.

Work scrutiny <https://forms.office.com/e/SdHGV74faP>

- 6.11 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.
- 6.12 Work scrutiny tasks are seen as important developmental exercises and will be carried out by middle, senior and trust leaders on a regular basis.
- 6.13 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.
- 6.14 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.
- 6.15 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 evidence of pupils practicing and applying the Golden Knowledge?
 - Are there examples of teachers providing simple explanations, demonstrations and models?
 - Are pupils retrieving the Golden Knowledge at relevant time intervals?
 - 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 providing feedback that helps pupils improve?
 - Do teachers spot gaps in knowledge and help pupils to catch up?
 - Are pupils following the expectations set by the teacher? Are these expectations high enough?
- 6.16 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/SdHGV74faP>

- 6.17 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.
- 6.18 Pupils are encouraged to bring examples of their work to the discussion.



- 6.19 Discussions with pupils will include a small group of pupils, including key cohort pupils.
- 6.20 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.
- 6.21 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 are you currently learning?
 - What did you learn about in earlier lessons about this topic?
 - Have you any prior knowledge 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)?
 - Do teachers provide clear and simple explanations and instructions?
 - How much time do you have to practice/apply the key knowledge in lessons?
 - Is the work hard in this subject?
 - 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?
 - How do teachers help you retrieve and remember the key knowledge?
 - 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 miss work or if you have made mistakes in assessments?
 - Do you get homework from this subject? Does it help you learn or remember information?
 - Do you find the work challenging and engaging?
 - 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?
- 6.22 All information gathered from the pupil discussion activities will be uploaded to the relevant teacher/leader's record on the People Development platform.

Lesson Visits <https://forms.office.com/e/SdHGV74faP>

- 6.23 Lesson visits are based on the Share MAT Teacher Standards.
- 6.24 Lesson visits help check whether curriculum content is being delivered successfully and that pupils are behaving well, engaging in their learning and working hard on relevant tasks. The observer will identify strengths, any areas for development and next steps. 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.
- 6.25 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 'RAGG' 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 RAGG 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:

Gold - An exceptionally high standard

Green - A high standard, consistently good

Amber - Some strengths, but inconsistent and improvement still needed

Red - An area for improvement or immediate attention

- 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.

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- 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:

Share MAT Quality of Education Handbook

People Development platform Appraisal Guidance

Appraisal Policy

National Teachers' Standards Audit

Trust Capability Policy