SHARE
MULTI-ACADEMY TRUST

QUALITY ASSURANCE POLICY & PROCEDURE

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Name of policy writer	Lucy Sykes
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Record of Alterations

Version 1.0	Original
Version 1.1	Updates – feedback from SLT
Version 1.2	Updates – feedback from SEF's
Version 1.3	Updates – COVID adjustment
Version 1.4	Addition of Appendix A
Version 1.5	Updates – Standards Tracker forms Nov 2020
Version 1.6	Updates – Standards Tracker forms Nov 2021 & addition of Appendix B

CONTENTS

Introduction	**3**
Purpose and scope	**3**
Confidentiality	**4**
The Teachers Standards	**4**
The Quality Assurance process	**7**
Reviews	**7**
Subject leader discussions	**10**
Work Scrutiny	**11**
Discussions with pupils	**12**
Lesson visits	**13**
QA Feedback	**14**
Training & CPD	**14**
Appendix A & B – Teaching & Learning considerations	**16**
Related documents	**18**

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 online performance package, Standards Tracker.

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 All Teaching staff are encouraged to complete 'Informal Feedback Forms' and 'Commend a colleague' on Standards Tracker – this allows staff to informally watch small sections of lessons and give informal feedback and send brief praise or thank you messages.

2.8 Reasonable adjustments will be made to QA activities in 2021/22, should this be required due to COVID 19. All QA activities will be completed in supporting pupil's gaps in knowledge and how we can support staff to reduce the gaps (See Appendix A).

2.9 QA activities will include a focus upon curriculum planning to support staff and pupils to better understand subject specific components of knowledge, and the links between them (see Appendix B) 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 Teaching and Middle Leader Standards

4.1 Teachers and middle leaders will use the standards below to complete self-reflection during Personal Development Plan reviews and leaders will also use them to monitor the quality of teaching and learning.

No.	*Standard*	Guidance / exemplification[1]	Quality assurance activities
1.	***Secure high standards of behaviour from all pupils***	***Teachers should:*** • Have high expectations for all pupils' behaviour and conduct • Understand expectations and apply them consistently and fairly • Refuse to tolerate low-level disruption • Make sure that pupils follow appropriate routines • Manage behaviour effectively to ensure a good and safe learning environment ***In addition, middle leaders should:*** • Ensure expectations are commonly understood and applied consistently and fairly • Support all staff well in managing pupil behaviour	Drop-in observations Pupil / pupil voice Behaviour logs Work scrutiny
2.	***Encourage all pupils to adopt positive, respectful attitudes***	***Teachers and middle leaders should:*** • Create a positive environment in which bullying is not tolerated • Help ensure pupils are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements • Support pupils to be confident, resilient and independent, and to develop strength of character • Set high expectations which inspire, motivate and challenge pupils	Drop-in observations Pupil / pupil voice Behaviour logs Work scrutiny
3.	***Ensure that pupils are kept safe from harm, in school and beyond***	***All staff*** should be familiar with and act in accordance with the requirements described in Keeping Children Safe in Education (2018). This includes but is not limited to: • Ensure pupils are safe and feel safe • Help ensure the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding • Be aware of systems within their academy which support safeguarding • Receive appropriate safeguarding and child protection training which is regularly updated • Be aware of their local early help process and understand their role in it • Be aware of the process for making referrals to children's social care • Know what to do if a child tells them he/she is being abused or neglected • Be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection • Act on any concerns about a child's welfare immediately	Safeguarding records, including training records & signed copies of policies Behaviour records Pupil, parent & staff interviews & surveys
4.	***Promote equal opportunities & respect diversity***	***Teachers should:*** • Help prepare pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, tolerance and respect. • Promote equality of opportunity and diversity effectively • Ensure pupils engage with views, beliefs and opinions that are different from their own in considered ways. • Show respect for the different protected characteristics as defined in law • Refuse to tolerate any form of discrimination • Help provide pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society • Help pupils discuss and debate issues and ideas in a considered way • Help pupils with SEND achieve the best possible outcomes • Adapt teaching to respond to the strengths and needs of pupils ***In addition, middle leaders should:*** • Protect staff from bullying and harassment	Lesson observations Work scrutiny Planning reviews Discussions with staff and pupils

No.	*Standard*	Guidance / exemplification[1]	Quality assurance activities
5.	***Adapt, design or develop a curriculum that is ambitious for all pupils, including the disadvantaged and those with SEND***	***Teachers should:*** • Help to adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life • Contribute to coherently planning and sequencing a curriculum that builds sufficient knowledge and skills for future learning and employment. • Successfully adapt, design or develop the curriculum to be ambitious and meet the needs of pupils with SEN, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence • Plan and teach well-structured lessons ***In addition, middle leaders should:*** • Reflect the school's ambitious intentions for the course of study • Ensure the curriculum is being coherently planned and sequenced towards cumulatively sufficient knowledge	Schemes of learning reviews Planning checks Discussion with teachers and leaders Lesson observations Work scrutiny Lesson observations Work scrutiny
6.	***Demonstrate and develop good subject and course knowledge***	***Teachers should:*** • Possess good knowledge of the subject(s) and courses they teach • Participate in and contribute to activities designed to improve teachers' subject, pedagogical and pedagogical content knowledge • Enhance the teaching of the curriculum and the appropriate use of assessment • Demonstrate good subject and curriculum knowledge ***In addition, middle leaders should:*** • Ensure teachers have good knowledge of the subject(s) and courses they teach • Provide effective support for those teaching outside their main areas of expertise • Focus on improving teachers' subject, pedagogical and pedagogical content knowledge	Training records Lesson observations Planning checks Discussions with staff
7.	***Deliver curriculum content skilfully***	***Teachers should:*** • Present subject matter clearly, promoting appropriate discussion about the subject matter being taught • Check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback • Respond and adapt teaching as necessary without unnecessarily elaborate or individualised approaches • Use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching • Select textbooks and other materials that reflect the school's ambitious intentions for the course of study • Give work to pupils that is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge • Plan and teach well-structured lessons • Adapt teaching to the strengths and needs of all pupils ***In addition, middle leaders should:*** • Be aware of and take account of the main pressures on staff • Be realistic and constructive in managing staff, including their workload • Ensure that resources are managed well	Lesson observations Work scrutiny Discussions with pupils
8.	***Help pupils to remember curriculum content***	***Teachers and middle leaders should:*** • Help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas. • Give work to pupils that is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge • Promote good progress and outcomes by pupils	Work scrutiny Outcomes Discussions with pupils Lesson observations
9.	***Use assessment effectively***	***Teachers should:*** • Use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching • Make accurate and effective use of assessment • and needs of all pupils ***In addition, middle leaders should:*** • Understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.	Work scrutiny Assessment checks Outcomes Discussions with pupils Lesson observations
10.	***Help all pupils, including the disadvantaged and those with SEND, to achieve well***	***Teachers should:*** • Ensure that pupils develop detailed knowledge and skills and, as a result, achieve well • Help pupils to be ready for the next stage of education, employment or training • Ensure pupils have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study	Work scrutiny Assessment checks Outcomes in public examinations &

No.	*Standard*	Guidance / exemplification[1]	Quality assurance activities
		• Help pupils with SEND achieve the best possible outcomes • Contribute to the development of a clear and ambitious vision for providing high-quality education to all pupils • Aim to ensure that all pupils successfully complete their programmes of study • Promote good progress and outcomes by pupils ***In addition, middle leaders should:*** • Hold teachers and other leaders to account for the quality of education	other assessments Discussions with pupils Lesson observations
11.	***Contribute to pupils' personal development***	***Teachers and middle leaders should:*** • Provide for pupils' broader development • Help to enhance pupils' spiritual, moral, social and cultural development • Support pupils to be confident, resilient and independent, and to develop strength of character. • Help pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. • Help pupils have an age-appropriate understanding of healthy relationships. • Contribute to providing a wide range of opportunities to nurture, develop and stretch pupils' talents and interests • Help pupils discuss and debate issues and ideas in a considered way • Prepare pupils for future success in education, employment or training	Observations of lessons, including PSHE or similar Discussions with pupils Discussions with leaders & teachers about the curriculum Work scrutiny
12.	***Support learning in English, particularly reading, and mathematics***	***Teachers and middle leaders should:*** • Adopt a rigorous and sequential approach to the reading curriculum, so that it develops pupils' fluency, confidence and enjoyment in reading • Assess and addressed reading attainment quickly and effectively for all pupils. • Maintain a sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate • Ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well. • Ensure pupils read widely and often, with fluency and comprehension appropriate to their age • Help pupils apply mathematical knowledge, concepts and procedures appropriately for their age.	Assessment records, including reading records Listening to pupils read Observing lessons, including phonics sessions Work scrutiny Other lesson observations Lesson plans and schemes of learning

5. The Quality Assurance process

5.1 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.

5.2 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.

5.3 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.

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

Reviews, including 'deep dives'

5.5 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.

5.6 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.

5.7 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.

5.8 This review process allows for evidence to be triangulated giving a clearer understanding of strengths and areas for development in a subject area.

5.9 All information gathered from these activities will be uploaded to the specific leader's standards tracker using the SHARE 12 standards via the 'Deep Dive Summary Form / Share MAT Evidence form'. This can highlight a RAGG* against the 12 standards, with the specific strengths, areas for development and next steps within a department being communicated.

SHARE RAGG* Ratings

The SHARE RAGG* ratings will be central to all aspects of our quality assurance opportunities. They will signpost our individual and collective strengths and areas for development:

- **Gold (G*)** – an exceptional standard has been achieved with a very high degree of consistency
- **Green (G)** – a high standard has been achieved and is being maintained with a high degree of consistency
- **Amber (A)** – high standards are being achieved but not consistently
- **Red (R)**– an area for improvement

5.10 Any individual QA activities completed on specific teachers will have a Share MAT evidence form uploaded to their standards tracker account.

5.11 Teachers/Leaders may have ongoing QA evidence forms on their standards tracker account to support the ongoing QA activities taking place across the academic year.

Senior Leader discussions
• Discussions with Senior Leader/s regarding the intent, implementation and impact of the curriculum at whole school and subject level. Leaders should be given the opportunity to explain the organisation and structure of the curriculum, the 'bigger picture', the aims and rationale. This discussion should explore evidence of curriculum narrowing. Senior leaders should also have the opportunity to discuss the curriculum quality at subject level, how they know and what they are doing to improve it.
Subject Leader discussions
• Discussions with subject leader regarding intent and curriculum planning. Subject leaders should have the opportunity to illustrate curriculum choices by refrence to curriculum plans and students' work. For example, evidence of how content and sequencing are seen in a series of lessons or how leaders systematically improve the quality of education for all students including SEND and Disadvantaged children.
Lesson Visits
• Visit lessons and sequences of lessons within the subject, usually with the subject leader. Connect the lesson observations to other evidence to explore how well the curriculum is implemented. Cross reference the lessons visits with the curriculum planning documentation. Lessons should be viewed accross the subject. Lesson visits will also support evidence for behaviour and attitudes of students. Explore the quality of curricular thinking given the information on curriculum intent. Sixth form and Early Years will be visited during subject deep dives. Reading will always be one of the deep dive subjects in Primary schools.
Focused work scrutiny
• Focused work scrutiny in the subject with the subject leader and/or the senior leader. The focus should be on the work in books building on prior knowledge and becoming more difficult over time. Pupils work should show that knowledge is consistently, coherently and logically sequenced (following the planned curriculum) so that it can develop incrementally over time. There should also be evidence of opportunities for students to practise and revisit knowledge learnt over time. Tasks in books should show that students deepen their knowledge and concepts of knowledge over time.
• (NB - work sample to include at least six books per subject per year group with at least two year groups being scrutinsed at once, including key cohorts)
Discussion with pupils
• Talk with the groups of pupils observed about thier learning within the subject. Pupils should have their work/books from the lesson observed. Pupils should be given the chance to discuss their prior knowledge in the subject or phase, cultural knowledge, sequencing of lessons, retention activities, vocabulary development, the end points and how the knowledge is useful within the wider world (what they know and remember). Discussions should always include two or more year groups to explore progress over time, including key cohort pupils.
Discussion with teachers
• Meeting with the teachers observed to discuss the content and pedagogical choices and sequencing. Discussions should also explore how teachers are helped to improve their subject knowledge, alongside their pedagogy and curriculum knowledge.

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 **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.

COVID considerations – wear masks as required, socially distance between all adults, may use MS Teams to have the discussion if staff would prefer. Below are some additional questions that may be asked during or following the COVID pandemic.

- How have you amended the curriculum (POS and SOL) to prioritise key components of knowledge and retention of knowledge? What topics are most important and why, is the sequencing of the topics still right for this cohort?
- Are you still covering the full National Curriculum/Specification content? If not, why not?
- What knowledge are pupils struggling with, any **key gaps in knowledge**? How do you know and what will you do about it?
- Have teachers been able to start the normal Y7 curriculum or are they finding pupils are behind?
- For Year 11 Pupils only, has the exam board released information about 2022 exams yet?
- Are teachers ensuring lessons are ambitious and developing knowledge further, **knowing more**? Is this the case for both face to face and remote activities?
- Does the face to face teaching and remote teaching blend well to support learning?
- Are pupils engaging in the **remote learning**? How do staff encourage interaction in remote learning?
- Do your staff require further training in remote learning?

5.12 All information gathered from the subject leader discussion will be uploaded to the subject leader's standards tracker via the evidence form. The main focus area will be standard 5.

Work scrutiny

5.13 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.

5.14 Work scrutiny tasks are seen as important developmental exercises and will be carried out by middle, senior and trust leaders on a regular basis.

5.15 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.

5.16 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.

5.17 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?
- What provision is in place for remote learning? Are pupils engaging in these activities?
- Are teachers delivering ambitious lessons post COVID to ensure pupils are challenged when in school?

COVID considerations – During all work scrutiny exercises, work from different bubbles must remain separate, hands must be sanitised between bubbles and mask must be worn.

5.18 All information gathered from the work scrutiny will be uploaded to the relevant teacher/leader's standards tracker via the evidence form. The main focus area will be standard 5 - 10.

Discussions with pupils

5.19 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.

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

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

5.22 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.

5.23 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?
- 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?

COVID considerations – During all pupil discussions all staff and pupils must maintain social distancing, wear masks as required and bubbles must be kept separate with a maximum number of 5 pupils in each discussion. MS Forms can be used as an alternative.

5.24 All information gathered from the pupil discussion activities will be uploaded to the relevant teacher/leader's standards tracker via the evidence form. The main focus areas will be standards 3, 5, 6, 7, 8, 9, 10.

Lesson Visits

5.25 Lesson visits are based on the SHARE 12 Teacher and Middle Leader Standards. These standards will provide opportunities for individual schools and the trust to accurately evaluate behaviour in lessons and effective teacher curriculum implementation.

5.26 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. 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 standards tracker. They may also allow individuals to share best practice or gain further coaching and support when appropriate.

5.27 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 10 minutes.
- Specific individual, departmental, academy and/or trust wide priorities will inform the SHARE 12 standards that are assessed.
- It is envisaged that only 3 or 4 standards will be focussed upon in each visit, usually 1, 2, 7. These may be RAGG* rated with strengths, areas for development and next steps highlighted.
- In order to develop colleagues and to ensure quality assurance some lesson visits may be paired or take place with small groups of observers (internal and external to the trust).
- Standards Tracker will be used to record lesson visits. Evidence forms can be completed for the relevant member of staff / subject.
- It is envisaged staff will use the lesson visits as PDP evidence but teachers may request additional formal observations if they want to add to their evidence portfolios.

COVID considerations – During lesson visits all staff must maintain social distancing with pupils and staff, remain behind the teacher line, do not look at pupils work or speak to pupils, wear masks and sanitise hands on arrival and departure to lessons.

Live lesson wellbeing checks

- We recognise that staff and pupils are operating outside their expected 'normal' ways of working, and it is important that leaders at all levels support the normal operation of lessons.
- Where, during times of face-to-face education, academies operate lesson checks to support staff with behaviour and to monitor the climate for learning, these practices may be adapted during times of remote learning.
- Senior and middle leaders at academies may visit online lessons on a daily basis to provide an informal check-in on the following aspects:
  - **Pupil wellbeing** – are pupils keeping well and maintaining positive mindsets?;
  - **Staff wellbeing –** similarly, are staff maintaining good mental wellness, and do they require any further support?;

- **Maintenance of positive practices –** academies' routines are strongly embedded, and remote learning means that daily lesson checks may be performed remotely, too;
- **Pupil attendance** – leaders may reinforce the importance of attendance to pupils, through positive praise and rewards;
- **Pupil behaviour –** as with face-to-face learning, leaders support teachers to maintain high standards of behaviour and to remind pupils of the importance of reducing low-level disruption; these practices, if required, may be employed through remote methods;
- **Curriculum engagement** – are pupils engaging with the work they are being set, and are they completing assignments set by teachers in line with expectations?

- Above all, these are supportive virtual visits which are intended to maintain normal ways of face-to-face working remotely, including highly visible and present leaders attending lessons.
- Should further intervention be required, leaders may use 'break out rooms' in Microsoft Teams in order to discuss issues with individual pupils.

6. QA Feedback

6.1 All quality assurance outcomes are detailed on Standards Tracker. Verbal feedback will be given to staff as soon as practicable, ideally on the day (and no later than 5 working days).

6.2 Written feedback should highlight particular areas of strength as well as any areas that may need attention via Standards Tracker (within 10 working days of the QA activity).

6.3 Feedback will usually be supported by an email to the teacher clarifying the location of the feedback. All relevant line managers and leaders will be included in the email.

6.4 Staff will receive regular constructive feedback on their performance throughout the year and at their Personal Development Plan (PDP), Mid-year Review meeting and formally at the end of the appraisal cycle in the Final PDP Review meeting. This may include optional PDP check point meetings in January and May.

7. Training and CPD

7.1 QA activities allow for staff to reflect on their strengths and areas for development and seek further training and support within areas for need.

7.2 Leaders will monitor the QA information to ensure appropriate support and follow up is put in place to support specific individuals and/or departments.

7.3 Teacher subject knowledge and teacher pedagogy is at the forefront of all whole school training and should be specific not generic.

7.4 Leaders should try to ensure that teachers are supported in their personal CPD requests at a school and trust level.

7.5 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, OLEVI

programmes, SHARE MAT Programmes, Ambition Institute Programmes. This also supports succession planning within the trust.

7.6 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 an external SLE.

Appendix A

T&L Considerations for Schools 2021/22
Blended Learning/Full opening/Remote Learning

Leaders and teachers need to consider their 'hybrid' approach to teaching and learning during 2021-2022. Some questions we may consider - How do we support pupils during bubble closure? How do we support individuals who have to self-isolate? How can we continue to develop the remote learning package on offer? How can staff help to deliver lessons from home if they have to self-isolate?

Things to consider:

Leaders

- Do middle Leaders need to amend the **POS and SOL** to support gaps in knowledge?
- Is the **sequencing** still right for this year's cohort of pupils? Consider whether the order topics are taught needs to change. This could include teaching important content at an earlier stage.
- What topics/activities are best to be completed **face to face** and what should be completed independently at home? How are you supporting teachers in **remote learning**?
- What matters the most in the **subject knowledge**? Do we need to prioritise the content?
- Are middle Leaders up to date on the most **recent guidance** from their exam board?
- **CAG's** may still have some place in the exam season of 2021. Do each subject area have good quality assessments (external assessments?) to provide the evidence for the CAG's when/if requested?
- Can **one to one tuition** be used alongside good quality T&L to support the most **disadvantaged pupils** (with the biggest gaps in knowledge).

Teachers

- Provide new **knowledge in small steps.**
- **Model** and demonstrate whilst giving clear **explanations** to new knowledge and concepts.
- **Check understanding -** What do/don't pupils know? Use low-stakes quizzes and activities every day to find out what pupils do/don't know, for example 'cold calling' questioning, think/pair/share, teacher questioning to check pupils understanding of how to complete a task.
- **Scaffolding** will be at an all-time high – use resources to support the pupils to reach the knowledge they require, don't be tempted to make tasks easier. Know your pupils and who needs this the most.
- Allow pupils to have **independent practice time** to embed the knowledge and skills. Can this section be completed at home independently? (Use of short videos may support the practice element).
- **Feedback** – ongoing and live within lessons will have the most impact – use the visualiser to share examples of pupils' work.
- **Responsive teaching** If you can plan the next lesson based on what you found they didn't know this lesson, gaps in knowledge will reduce quicker.
- **Look for patterns** it may be at a whole class level rather than individually, use whole-class feedback if appropriate (short video to clarify errors – please refer to the SHARE remote learning policy and procedure).

Teaching Assistants

- Deployment of **Teaching Assistants (TA) around school** is challenging due to bubble systems.
- TA's may be able to amend their role when the **Government guidance** is relaxed
- TA's are likely to be **assigned to a bubble** or assigned to **specific children in a specific space**.
- **Faculty TA's** are likely to have to work outside their specific subject specialism
- If TA's are within lessons, good practice has shown that they will use **de-escalation** techniques to support and remove children quickly as a behaviour management tool.
- Some TA's may be requested to **support the delivery of a lesson** during staff absence
- Some TA's have helped teaching staff to **upload remote learning materials** for pupils who are self-isolating.
- TA's should **follow all COVID guidelines** when supporting all children.
- TA's have shown **invaluable support** to classroom teachers when they have –
    - Helped meet and greet at the classroom door to support COVID hygiene is followed
    - Support pupils to enter in an orderly manner
    - Help to direct pupils to the COVID cleaning station when necessary
    - Help encourage pupils to get out equipment for the lesson
    - Help encourage the seating plan
    - Help encourage the pupils to get on with relevant tasks
    - Giving verbal instructions to support understanding of tasks
    - Help identify pupil 'triggers' that can lead to behaviour issues and support the pupil by removing them quickly from the situation

Appendix B

T&L Considerations for Schools 2021
Components of Learning

Leaders and teachers need to consider the links made between the components of learning in their curriculum specialisms, including prior and transferable knowledge documents through curriculum planning documents.

Some questions we may consider

- Does the sequence of learning in the curriculum help to deepen knowledge?
- How do the components of learning help to set and maintain an ambitious curriculum?
- How effectively do we check and use prior knowledge to deepen understanding?
- How does transferable knowledge help to build deep knowledge over time?

Things to consider:

Leaders

- How do middle leaders structure their curriculum to help all pupils to deepen and embed knowledge? How effective is the **Share MAT curriculum plan template** used to sequence and communicate this?

- Is the **sequencing** still right? Consider whether the order topics are taught needs to change to help to deepen knowledge.
- Do middle leaders need to amend the **SOL** to develop and deepen knowledge?
- Do all subject specialist staff and pupils understand the **key components** of learning in each subject and **why** these are important?
- Are the **links** between components clear and built upon over time? How effectively is this communicated and understood by staff and pupils?
- How effectively is the curriculum **adapted** to meet the needs of all cohorts to help them deepen their knowledge?

Teachers

- Check the **specific prior knowledge** needed to help pupils to access new or extended knowledge. What do/don't pupils know that will help them access new or deeper learning?
- **Amend** teaching to meet the needs of all in each topic, if prior learning is not secure. Know your pupils and who needs what support. Is any additional scaffolding or learning required?
- **Communicate** the key components of learning with 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 to deepen knowledge?

Teaching Assistants

- Do teaching assistants understand the **links** between prior and current learning? How effectively do they use this knowledge to support pupils?
- Do teaching assistants understand the basic overview of **key components** of learning and how to support pupils in deepening their understanding?

Related Policy and Guidance:

Standards Tracker PDP Appraisal Guidance

Appraisal Policy

National Teachers' Standards Audit

National Teacher Standards Document

Trust Capability Policy