



Loving God - Caring for Each Other - Achieving Excellence

Quality Assurance Policy

Approved Date:	November 2025
Next review due by:	November 2026

Rationale

The role of the Quality Assurance Policy is to ensure **all** students receive the highest possible quality education throughout their time at Crompton House.

- Quality assurance helps to support teachers and build expertise and capacity in the school to deliver positive outcomes for our young people.
- Through sharing, understanding and applying standards and expectations, our quality assurance will help to raise standards and levels of consistency across staff.

Rigorous and robust quality assurance gives confidence in teachers' judgements and provides assurance to parents and other stakeholders that all learners receive appropriate recognition for their achievements in line with agreed national standards and are at least progressing in line with expectations.

To assure high quality outcomes for our students, through teaching & learning there are a range of criteria to ensure that high standards are maintained, and outcomes improved for our students. The process involves monitoring of subject areas, using self-evaluation, SLT evaluation and planning for improvement.

The main tool for monitoring what is happening in a curriculum or subject areas is the Quality Assurance (QA) Snapshot process. QA Snapshots serve to:

- Develop a deep understanding of teaching and learning within the school;
 - Develop a shared vision of every child in every classroom enabled to meet or exceed high standards;
 - Assist in “coaching” for improved practice;
 - Develop a learning community;
 - Aid reflection on professional practice;
 - Give new insights and understanding into school improvement.
- The implementation of this policy will be monitored by the governing body and remain under constant review by the headteacher and the senior leadership team.

Aims

- Crompton House will ensure that its students receive a high standard of education that meets or exceeds the needs and expectations of interested parties.
- The standard of education provided, and the methods of its deployment will be consistent and effective throughout the school and have at their core, the values of raising the aspirations and achievements of its students.
- The school will provide a coherent structure for monitoring, evaluating and reviewing standards across the school.

Responsibilities

All members of staff have a responsibility for ensuring students receive an education of the highest quality. However, some staff have specific responsibilities for aspects of quality assurance as set out below.

Governors

- The Governing Body is expected to hold the school to account for both its statutory and non-statutory obligations.
- One purpose of quality assurance is to inform the Governing Body about the performance of the school and its strengths and weaknesses. This enables Governors to participate fully in the strategic thinking and planning of the school.
- Governors are informed of the outcomes of quality assurance through regular reports to the full Governing Body and its various sub-committees.

Headteacher

- The Headteacher is accountable to the governors for ensuring that all areas of the school are engaged in systematic and rigorous quality assurance and self-evaluation.
- The Headteacher will use the outcomes of school and team self-evaluation together with external (i.e. SIP, OFSTED) evaluations to identify areas of strength and weakness and plan for future school improvement.

Senior Leadership Team

- The Assistant Headteacher (Quality Assurance) is accountable to the Headteacher for setting up and maintaining systems for quality assurance.
- Each member of SLT is accountable to the Headteacher for QA in the areas for which they have strategic responsibility. The role includes reviewing progress on improvement plans, evaluating and analysing the standards reached and setting targets for future improvement.

Curriculum Team Leaders & Head of subjects

- Curriculum Team Leaders are accountable to their line manager for monitoring the work of their area/s of responsibility and providing objective evidence for quality assurance purposes.
- Curriculum Team Leaders will record centrally on BlueSky, the results of QA Snapshots in line with the QA calendar.

Heads of Year

- Heads of Year are accountable to their line manager for monitoring the work of their area/s of responsibility and providing objective evidence for quality assurance purposes.

- Heads of Year are responsible for the pastoral well-being of students in their year and ensuring a high quality form tutor/mentor experience

Procedures

Review and Evaluation at whole school level

- **The Governing Body** will regularly review and evaluate Crompton House School's practice through:
- Annual feedback from the school's S.I.P, or equivalent external advisor(s) e.g. School Partnership Programme.
- Termly Full Governor meetings.
- Termly Governor Sub-Committee meetings.
- Regular liaison with the Headteacher and Senior Leadership Team.
- Regular involvement in 'Governor Visit Days.'

The Headteacher will regularly review and evaluate Crompton House School's practice through:

- A programme of support provided by the S.I.P. or equivalent external advisor(s).
- The evaluation of relevant data at key points in the year.
- Regular strategy meetings with the Senior Leadership Team.
- A regular programme of line management meetings with members of the Senior Leadership Team.
- Appraisal/Performance Management Meetings with members of the Senior Leadership Team.
- Implementation of the Whole School Development Plan.

The Senior Leadership Team will regularly review and evaluate Crompton House School's practice through:

- Undertaking reviews following the publication of external results.
- Undertaking reviews of Coaching Visits, including QA of feedback. Analysing key trends in strengths and areas for development.
- Completing 'Temperature Check' Learning Walks once a term, to identify trends in strengths and areas for development.
- Regular line management meetings with Curriculum Team Leaders.
- Evaluation of relevant data including key points.
- Leading Examination Review meetings.
- Appraisal/Performance Management Meetings with Team Leaders.
- Implementation of relevant areas of the Whole School Development Plan.

Review and Evaluation at Curriculum Team level (Teaching & Learning)

Curriculum Team Leaders & Heads of subject will regularly review and evaluate their team's/subject's practices through:

- Undertaking reviews of students' work and teachers' assessment by sampling sets of books from each member of their team as required by the QA calendar.
- Evidence from this monitoring should be available to support both subject and school self-review and evaluation.
- Overseeing/completing Coaching Visits on their team.
- Ensuring that quality support is provided via Assistant Head (i/c T&L) and Lead Practitioners to any member of staff who has been highlighted as a cause for concern with multiple sources evidence (e.g. coaching visit, learning walk, book looks, Class Charts data). See Appendix 1.
- Undertaking a review of the outcomes of progress monitoring for each year group (once a term). This review should be used to plan and implement interventions with teachers and/or students.
- Identifying inconsistencies in practice between different groups of students within their subjects.
- Evaluation of relevant data including key points.
- Feeding back in Examination Review meetings with SLT.
- Appraisal meetings with relevant team members – including possible learning walks.
- Regular line management meetings with Subject Leaders & team members
- Completion & implementation of the Curriculum Team Raising Achievement Plan (RAP) that will be part of the Whole School Development Plan.

Review and Evaluation at Head of Year level (Pastoral)

Heads of Year will;

- keep records of their monitoring and make these records available to SLT as required.
- observe each tutor working with his or her tutor group during registration time at least once each term.
- undertake a review of the outcomes of progress monitoring for each form in their year (once a term) communicating with parents and students, implementing intervention protocols.
- will monitor the attendance of students in their year by ensuring that the correct procedures are being followed by all pupils, tutor groups and tutors.
- undertake a survey of pupils' views of the school on an annual basis.
The outcomes will be shared with the SLT and Governors to inform school self-evaluation and review.

Review and Evaluation at Team level (Administration and Support Staff)

Subject Leaders will support the CTL with evaluation of data and production of curriculum Raising Achievement Plans (RAPs). They will also undertake QA Snapshots with the CTL and regularly review and evaluate their team's practice through:

- Regular line management meetings with team members.
- Evaluation of relevant data.
- Appraisal meetings with team members

Review and Evaluation at Individual level (Teaching and Learning)

All classroom staff will regularly review and evaluate their practice through:

- Continual day to day reflection on the effectiveness of their practice.
- Evaluation of relevant data including census points.
- Engaging with coaching visits and reflecting on their own areas for development/next steps.
- Using reflection and coaching to work on their self development via Directed Improvement Time and Peer Observations
- Line management meetings with their Subject Leader.
- Appraisal meetings with a more senior member of staff.

Additional Quality Assurance procedures

Additional specific procedures that are part of the above generic list **might** include:

- Reviews by the School Improvement Partner
- Additional observations of colleagues at work.
- The sampling of students' work.
- Reviews of teams or individuals by external consultants/professionals.
- Subject, thematic or Whole School Inspections carried out by OFSTED or HMI.
- Student Voice
- Parental Questionnaires.
- Community Liaison.
- School subject reviews

Regular statutory Quality Assurance procedures

Additional statutory annual procedures are followed to ensure we meet agreed national standards in:

- Health and Safety (Including fire safety).
- Academy Financial Regulations.
- Safeguarding Children.

As a school we need to ensure that we have outstanding practices, resources and evidence in the following areas:

- Quality of Teaching through Learning visits/Appreciative Enquiry (See Appendix 3)
- Quality of Feedback.

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- Quality of Schemes of Work.
- Assessment Focus.
- Work Scrutiny.
- Learning Environment Quality.
- Student perception.

Note

There are annual QA calendars for:

- Book Looks
- Coaching visits & Learning Walks
- Assessment
- Homework
- PSHE.

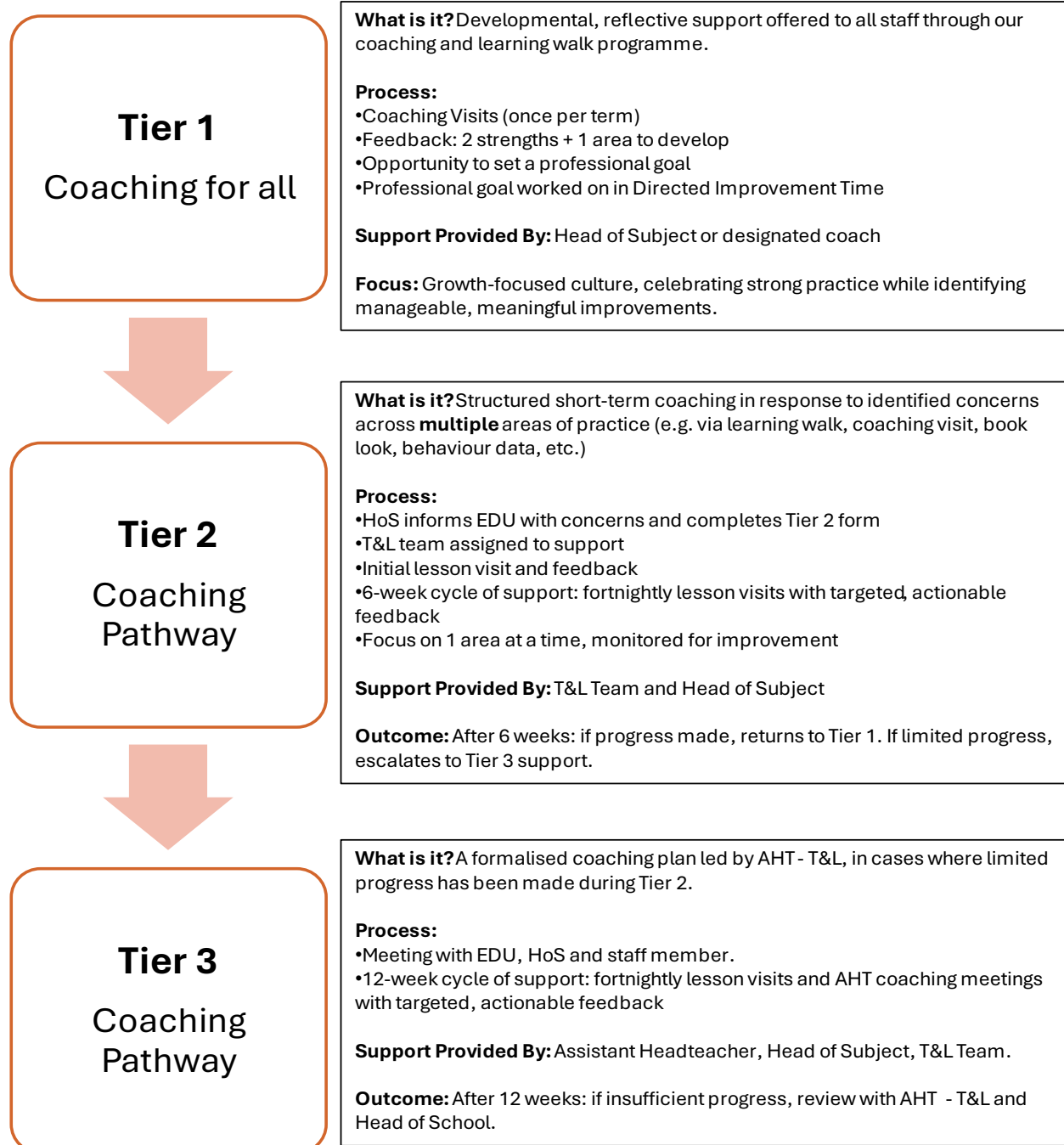
Professional Support Pathways at Crompton House



At Crompton House, we believe that all teachers are on a **continuous journey** of growth. These **professional support pathways** are designed to provide the right level of support, coaching and reflection to ensure every colleague thrives in the classroom.

We uphold two essential commitments:

- **To our students:** Every child deserves consistently high -quality teaching. Where practice does not yet support our overarching goal for teaching excellence, timely and constructive support ensures we protect their learning experience.
- **To our profession:** As teachers, we are responsible for maintaining and developing our practice. Support systems ensure we remain reflective, accountable, and committed to the highest professional standards.



APPENDIX 2 – Coaching Visit Proforma

CHS Coaching Visit Form

Everyone is a learner; we refine and grow together. We want to create a **trusting** environment where practice is shared and observed openly.



Date _____ Teacher _____ Focus _____

Class _____ Period _____

	Key Criteria	Comments
1. Lesson Design	<ul style="list-style-type: none"> <input type="checkbox"/> The lesson activates prior knowledge (EEF 7 Core Principles). <input type="checkbox"/> The curriculum content is appropriately ambitious and adapted to the needs of the class. <input type="checkbox"/> Tasks and activities are logically sequenced to support concept development. <input type="checkbox"/> Key knowledge is revisited or retrieved where relevant. <input type="checkbox"/> Students are aware of the 'big picture' - they know how today's lesson fits into a broader learning journey. 	
2. Engagements Attention	<ul style="list-style-type: none"> <input type="checkbox"/> All students are actively participating in learning activities. <input type="checkbox"/> Routines and transitions are well-established to maximise learning time. <input type="checkbox"/> Strategies (e.g. Cold Calling, mini-whiteboards, Think Pair Share) are used to maintain engagement and ensure accountability. <input type="checkbox"/> Instructions and task expectations are clear and concise to ensure behaviour for learning. <input type="checkbox"/> The learning environment is purposeful and calm, allowing attention to remain on learning. <input type="checkbox"/> Behaviour expectations are positively reinforced through proactive language and reminders. <input type="checkbox"/> Low-level disruption is swiftly and proportionately addressed without escalating or disrupting the flow of learning. <input type="checkbox"/> There is evidence of pre-emptive behaviour management, e.g. scanning, circulating, seating adaptation, and planned starts. <input type="checkbox"/> School behaviour systems (e.g. Class Charts, behaviour points) are used consistently and fairly to manage conduct. 	
3. Teacher Communication	<ul style="list-style-type: none"> <input type="checkbox"/> The teacher uses accurate subject knowledge to explain key concepts clearly. <input type="checkbox"/> Explanations are broken into steps and avoid overloading working memory. (EEF 7 Core Principles) <input type="checkbox"/> Subject-specific vocabulary is introduced and reinforced in context. (EEF 7 Core Principles) <input type="checkbox"/> Visuals, analogies or examples are used to clarify abstract concepts. <input type="checkbox"/> The teacher checks for understanding during and after explanation. (EEF 7 Core Principles) <input type="checkbox"/> Communication is inclusive, encouraging a supportive climate for questions and discussion. <input type="checkbox"/> TAs have been used appropriately to support teachers' explanation e.g. re-wording. 	

	Key Criteria	Comments
4. Assessment s Feedback	<ul style="list-style-type: none"> <input type="checkbox"/> The teacher checks for understanding through questioning, scanning, and student responses. (EEF 7 Core Principles) <input type="checkbox"/> Feedback is timely, specific, and addresses misconceptions. <input type="checkbox"/> Students are given opportunities to respond to feedback and improve their work. (EEF 7 Core Principles) <input type="checkbox"/> The teacher adapts the pace or focus of the lesson based on what students show they do/don't understand. (EEF 7 Core Principles) <input type="checkbox"/> Peer or self-assessment is used purposefully to develop independence. (EEF 7 Core Principles) <input type="checkbox"/> Assessment criteria (e.g. success criteria, worked examples) are made clear to students. (EEF 7 Core Principles) 	
5. Driving Thought	<ul style="list-style-type: none"> <input type="checkbox"/> Tasks and questions require analysis, reasoning, or problem-solving – not just recall. <input type="checkbox"/> Wait time and follow-up questions encourage elaboration and depth. <input type="checkbox"/> Students are prompted to justify their ideas or compare viewpoints. <input type="checkbox"/> TAs are used to support student independence, rather than create dependence from certain students. (EEF 7 Core Principles) <input type="checkbox"/> Challenge is evident across the ability range, not just for high attainers. <input type="checkbox"/> Opportunities for metacognitive reflection are built in (e.g. "How did you get to that answer?") <input type="checkbox"/> The teacher fosters a classroom culture where challenge and risk-taking are normalised. 	
6. Consolidation of Learning	<ul style="list-style-type: none"> <input type="checkbox"/> The teacher revisits and summarises key concepts before the end of the lesson. <input type="checkbox"/> The lesson ends with a clear summary, recap or plenary activity. <input type="checkbox"/> Students are prompted to reflect on what they've learned and how. <input type="checkbox"/> Retrieval or recap techniques reinforce key knowledge. <input type="checkbox"/> Links to future learning or applications are signposted. <input type="checkbox"/> Students are able to articulate or demonstrate their understanding. 	
Strengths		
- What did the teacher do that most supported student learning today? - Which strategies had the strongest impact on engagement or understanding? - What evidence showed students making good progress or working independently? Which approaches are worth sharing with others as examples of strong practice?		
Hypothesis area for development:		Potential next steps
- What aspect of the lesson, if adjusted might have the biggest impact on student learning? - Did the lesson follow CHS Way / EEF principles and strategies? - Were there any moments where students seemed less engaged or confused? What might have helped? - What questions are you going to ask the teacher to explore this hypothesis further?		- Consider some initial suggestions and work together with the teacher being observed to come up with actionable next steps.

APPENDIX 3 – Learning Walk Proforma

Learning Walk Temperature Check Form

Please remember to record as Department Area rather than individuals when you record on Blue Sky.

Department:	Staff Code:	Period:	Class:	
1. Learning is clearly structured ✓ Learning intention is visible or clearly stated ✓ Lesson content appears connected to prior learning ✓ Explanations are clear and scaffolded (EEF: Explicit instruction)	Red	Amber	Green	N/A
2. High Expectations and Behaviour Routines ✓ Application of school policies (inc. C-system, uniform expectations) ✓ Students are focused and on -task ✓ Routines (entry, equipment, transitions) are consistent ✓ Teacher uses positive behaviour strategies and prompts ✓ Clear evidence of a calm, purposeful environment	Red	Amber	Green	N/A
3. All Students Are Engaged and Involved ✓ Active participation (e.g. cold calling, whiteboards, paired talk) ✓ No obvious signs of disengagement or passive learners ✓ Differentiation or scaffolds in place for range of learners, including SEND	Red	Amber	Green	N/A
4. Teacher Use of EEF Principles (Beginning of Lesson) ✓ Purposeful Start / Activating Prior Knowledge (1) ✓ New Learning / Clear objectives and chunking of information(2) ✓ Modelling (3)	Red	Amber	Green	N/A
5. Teacher Use of EEF Principles (Middle of Lesson) ✓ Modelling (3) ✓ Responsive checking for understanding (4) ✓ Guided practice (5) ✓ Independent practice (6)	Red	Amber	Green	N/A
6. Teacher Use of EEF Principles (End of Lesson) ✓ Responsive checking for understanding (4) ✓ Guided practice (5) ✓ Independent practice (6) ✓ Structured Reflection (7)	Red	Amber	Green	N/A
7. Use of Teaching Assistants ✓ Teacher plans for the TA's role in the lesson ✓ TA is clearly positioned and understands their role in supporting the lesson structure ✓ Teacher uses the TA to enable greater independence, not just supervision ✓ The teacher maintains responsibility for all learners, including SEND	Red	Amber	Green	N/A
Shout Out?	Given for particular good practice - please be specific as this will be shared with other staff to guide peer observations. Please put N/A if not applicable.			
Particular concern	To be flagged with HoS. Please put N/A if not applicable.			



APPENDIX 4 – Quality Assurance Calendar

QA Calendar 2025-6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Coaching Visit	✓		✓			✓
Learning Walk 'Temperature Check'		✓		✓	✓	
Feedback and Marking	✓ x 1 set - w/c 13 th Oct	Departmental Forum Monday 1 st December	✓ x 1 set – w/c 2 nd February	✓ x 1 set – w/c 16 th March	Departmental Forum Monday 11 th May	✓ x 1 set - w/c 6 th July
Homework	✓		✓		✓	
Pupil Voice		Subject Pupil Voice Phase 1			Subject Student Voice Phase 2	
Summative Assessment Design	<ul style="list-style-type: none"> Year 11 Mock (EOB) Year 13 Mock (RSM) Year 7 SA1 (CTLs) 	<ul style="list-style-type: none"> Year 10 SA1 (CTLs) Year 13 SA2 (CTLs) ?? Year 8/9 SA1 (CTLs) 	<ul style="list-style-type: none"> Year 12 SA2 (CTLs) Year 11 Mock (EOB) Year 13 Mock (RSM) 	<ul style="list-style-type: none"> Year 8 SA2 (CTLs) Year 7 SA2 (CTLs) Year 12 EOY Exams (RSM) 	<ul style="list-style-type: none"> Year 9 SA2 Year 10 EOY Exams (EOB) 	
Form Time Learning Walk		✓ HoY & SLT - w/c 17 th Nov	✓ HoY – w/c 26 th Jan	✓ HoY & SLT - w/c 9 th March	✓ HoY – w/c 18 th May	✓ HoY & SLT - w/c 19 th June
PSHE Learning Walk		Lesson – w/c 1 st / 8 th Dec	Form Time – Tuesday 2 nd Feb	Lesson – w/c 16 th Mar	Form Time – Tuesday 5 th May	Lesson – w/c 15/ 22 nd June

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Appendix 5 – Book Look QA Form

CHS Book Looks – Subject

Department: _____

Date: _____

Year group focus: _____

Staff name: _____

	Quality of Education – Book Scrutiny	Embedded	Some inconsistencies	Area for development	N/A
Standards	Presentation is of a high standard (please include here what our school expectations are)				
	Evidence of self and peer assessment.				
	Evidence of homework submissions using positives and sanctions on class charts.				
	Assessment feedback sheets are in place in pupil assessment folders.				
Depth & Breadth of Coverage	The work that pupils do over time reflects the intended curriculum; the content of pupils' work is sufficient in quantity.				
	Pupil's knowledge is consistently, coherently, and logically sequenced to develop over time.				
	There is progression from simpler to more complex concepts.				
	Pupils are given opportunities to revisit and practice what they know to deepen learning.				
Pupils' Progress	Pupils acquire knowledge and understanding appropriate for their starting points.				
	Pupils are given feedback in line with department policy and NOW tasks are carefully designed to move students' learning forward.				
	Evidence of pupils' misconceptions being addressed and there is evidence to show that pupils have overcome these in future work.				
	Pupil's work shows they have developed knowledge and skills over time: they know more, remember more and are able to do more.				
	Marking and feedback on spelling, punctuation and grammar is evident using the common marking codes. Students respond to this feedback.				
	The application of Tier 2 and Tier 3 vocabulary is evident and aids progression.				

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Date: November 2025

Signed: E Duthie

Date of next review: November 2026