CROMPTON HOUSE CHURCH OF ENGLAND SCHOOL

Loving God - Caring for Each Other - Achieving Excellence

QUALITY ASSURANCE POLICY

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

• 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

- Heads of Year are responsible for investigating any concerns related to Teaching & Learning/progress related to members of their year.

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).
- 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 Curriculum Team reviews following the publication of external results.
- Undertake paired learning walks each term. Each member of staff will receive feedback on this via BlueSky.
- Undertaking termly QA Snapshots including reviews of students' work and teachers'. Feedback
- Regular line management meetings with Curriculum Team Leaders.
- Evaluation of relevant data including key points.
- Leading Examination Review meetings.
- QA Calendar – including Learning Visits to all learning teams during each term. Each member of staff will receive a learning visit at least once per half-term.
- Appraisal/Performance Management Meetings with Team Leaders.
- Implementation of relevant areas of the Whole School Development Plan.

CROMPTON HOUSE CHURCH OF ENGLAND SCHOOL

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

Curriculum Team Leaders 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.
- Observing each member of his or her team teach on at least one occasion annually, while also carrying out Learning Visits at least once per half-term. Feedback will be given each term during paired learning walks.
- Ensuring that quality support is provided via Assistant Head (i/c T&L) and Lead Practitioners to any member of staff who is a cause of concern consistently in Learning Visits. 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.
- Leading and completing Learning snapshots - including Learning walks to all learning teams during each term.
- 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 use of student planners from each tutor group at least once each term. This will enable a check to ensure that pupils are bringing their planners each day and writing in them and that parents are signing them.
- 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.
- 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:
- 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.

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.

Quality Assurance Snapshots will focus on specific areas that every subject area and curriculum team have a direct input into and which in turn affects every student.

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

Note
There are annual calendars for ~~both~~:
- Book Looks
- Learning Walks
- PLC
- Assessment

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<u>APPENDIX 1</u>

Below is a flow diagram which shows the support structure in place to support any teacher who is viewed as a concern after Learning Visits.

<u>TEACHER SUPPORT PLAN</u>

LESSON WALK/BOOK LOOK and staff member identified as needing support

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REFERRED TO LMA – **AFTER** FEEDBACK COMPLETE

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LMA/LP TO DISCUSS LEARNING WALK FEEDBACK WITH OBSERVERS (CTL/HOS) BESPOKE FEEDBACK RECOMMENDED AND DISCUSSED.

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LMA/LP TO MEET TEACHER FOR INITIAL PLANNING AND SUPPORT NEEDED

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LMA CONTACT SUITABLE LP and HOS/CTL (via email) TO WORK WITH TEACHER

LESSON NOTES, OVERVIEW, FEEDBACK on BLUESKY

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LP&HOS/CTL & TEACHER MEET AND AGREE ACTION PLAN AND TIME SCALE

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ACTIONING PLANS – 6 WEEK – MEET EVERY 2 WEEKS AND REVIEW

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FOLLOW-UP LEARNING WALK TAKES PLACE & FEEDBACK

↓

2 FOCUSED LEARNING VISITS

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_____

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PROGRESS EVIDENT (No support needed)   FURTHER SUPPORT REQUIRED

↓   ↓

SUPPORT PROCESS ENDS   SUPPORT CONTINUES

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Further learning walks

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Note: This process should take place over 6 weeks.   This adds a further 6 weeks.

CROMPTON HOUSE CHURCH OF ENGLAND SCHOOL

APPENDIX 2 – QUALITY ASSURANCE CALENDAR

Theme	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Subject Learning Walks		All subjects		All subjects		All subjects
Paired Learning Walks – SLT/CTL/LP's	All Subjects		All subjects		All Subjects	
Quality of feedback /Book Look	All subjects X 2 Sets	All subjects X 2 Sets	All subjects X 2 Sets	All subjects X 2 Sets		All subjects X 2 Sets
Book Look – Focus – SLT/CTL/LP's		All Subjects - SEND		All Subjects – Stretch and Challenge		All Subjects - PP
Quality of summative assessment design	Year 11 Mock (SCL/EOB) Year 13 Mock (RSM)	Year 10 SA1 (CTLs) Year 13 SA2 (CTLs)	Year 12 SA2 (CTLs) Year 11 Mock (SCL/EOB) Year 13 Mock (RSM)	Year 8 SA2 (CTLs) Year 7 SA2 (CTLs) Year 12 End Year Exams (SCL/EOB)	Year 9 SA2 Year 10 End Year Exams (SCL/EOB)	
PLC updates	Year 11 & 13	Year 7, 12 & 10	Year 8 & 9	Year 11 & 13	Year 7, 12 & 10	Year 8 & 9
Start and end of lesson procedures	All Staff	All Staff	All Staff	All Staff	All Staff	All Staff

CROMPTON HOUSE CHURCH OF ENGLAND SCHOOL

APPENDIX 3 – LEARNING VISITS PROTOCOL

- The school recognises that visits to classrooms by the Headteacher, senior staff or peers in order to support teachers, improve practice or talk to students are separate from classroom observations.
- Through sharing, understanding, and applying standards and expectations, our quality assurance will help to raise standards and levels of consistency across staff.
- Learning visits serve to:
  - Formalise the good practice taking place in CHS
  - Develop a supportive learning community
  - Develop a deeper understanding of learning at CHS
  - Assist in "coaching" for improved practice
  - Reflect on professional practice

Appendix 4
CHS Learning Walk – Subject Leaders

		Embedded	Area For Development	N/A
Curriculum	Teacher uses subject expertise, knowledge, and practical skills to provide learning opportunities that match the demands of the curriculum.			
	Teacher has a precise knowledge of students' needs and ensure there is a quality of opportunity for all learners to access curriculum content.			
	Strategies to support reading/vocabulary/numeracy are in place for pupils who need it to be able to access the curriculum.			
	The content of the lesson is suitably demanding.			
	There is logical sequence to the lesson.			
	Teaching has planned for enough systematic repetition to recall and practise previously learned skills and knowledge.			
	In lesson assessment provides relevant, clear, and helpful information about the current skills and knowledge of learners.			

	Curriculum materials are well selected and appropriate for pupils.			
	Teacher identifies British Values within the context of the lesson.			
Teaching	Teacher demonstrates good communication skills and ensures that modelling and explanation are clear.			
	Aims and objectives of lessons are clear and understood by all pupils.			
	Teaching methods allows pupils to build knowledge and make connections, giving enough time for pupils to apply what they are learning into new skills/ processes.			
	Questioning is used carefully and with sufficient spread in the classroom to check key content is learned.			
	Teacher checks effectively for understanding, gaps in knowledge and for any misconceptions.			
	Teaching ensures key vocabulary is reinforced and builds pupils vocabulary and knowledge.			
	Teacher provides clear and direct feedback to learners and respond to the needs of the students as necessary.			
	Cognitive load is considered in planning, exposition, and environment.			
	Teaching assistants are used well in lessons.			
Behaviour	Teacher communicates clear and consistent expectations which are understood and followed.			
	Teacher creates a focused classroom through their high expectations for pupils and consistent application of the school's behaviour and rewards policy.			
	Learners are well focused and concentrate on learning.			
	The relationship between learner and teacher is positive, respectful, and supportive.			

CROMPTON HOUSE CHURCH OF ENGLAND SCHOOL

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.				
	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.				
	The application of Tier 2 and Tier 3 vocabulary is evident and aids progression.				

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Date: 14th November 2023

Signed (Chair)…R Lait

Print Name ………Richard Lait

Date of next review………. November 2024…….

> If you would like to hear any success stories from 201…-1…, please speak with the LP's directly.
>
> This programme is NOT designed for NQTs or School Direct Teachers.