



## **Policy: Quality Assurance**

Updated:

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Chair of Governors:

Mrs H Anderson

Head Teacher:

Mrs L Rodham

## Rationale

Wellfield School is committed to implementing effective quality assurance processes to ensure it provides high quality teaching and promotes an ethos of continuous improvement for all learners.

Wellfield has a range of processes for self evaluation which measure achievements and allow learners, staff and parents to identify the strengths and development needs of the school. In addition, they identify effective practice and enable leaders to support and challenge staff, who have a full role to play in the quality assurance cycle.

By implementing effective quality assurance procedures, the school aims to raise standards of attainment and achievement, thereby enabling all learners to realise their full potential.

### 1. Establishing Priorities within a learning institution

#### 1.1 The Student

Key questions

- *'How do I know what I am capable of?'*
- *'How do I know if I am making good progress or not?'*
- *'What do I need to do to make progress?'*
- *'Where do I want/need to be?'*

Evidence

- Clear Intended Learning Outcomes against which to judge achievement (see whole school lesson plan proforma)
- Assessment *for* Learning
- Quality marking
- Assessment *of* Learning
- Mentoring

#### 1.2 The classroom teacher

- An annual development cycle is now in place, in which colleagues who are judged satisfactory have a dialogue with a coach to review practice, negotiate future targets and identify development needs.
- A system of Self-Review, including Appraisal (see Appraisal Policy) operates throughout the academic year to inform this process.

Both are most important as tools for professional reflection and involve the teacher addressing the key issue of **continuous reflection on pupil progress**

Key questions

- *'How do I know if my students are making good progress or not?'*
- *'Where do I want them to get to?' (ie. 'What challenging targets can I set them?' 'When and how do I set them?')*
- *'How can I impact upon their progress?'*
- *'How can I evaluate the performance of my students in their examinations?'*

To answer these questions, we must have accurate measures of:

- *Prior attainment* – requires not only national test data but also a rigorous assessment regime in the school.
- *Potential* – increasingly good mechanisms available to provide this data
- Key Stage 3
- KS2 SATs provide predictors for KS3 which are broken down into end of year milestones.
- Midyis tests are used – test verbal and non-verbal reasoning and quantitative ability
- Key Stage 4
- KS2 SATs provide potential based GCSE grade predictors
- The school provides detailed predictions for each subject based upon expected levels of progress

### 1.3 The subject leader/Head of Learning

#### Key questions

- *'Are all students in my area/year group performing to the best of their ability?'*
- *'If under-achievement has been identified, have we an understanding of why this is happening? Have we mechanisms in place to address it?'*
- *'Have I deployed all of my resources to maximum effect?'*
- *'Are all my teaching colleagues/tutors performing to their optimum potential? What development opportunities/challenges/support do I need to provide for the department/individuals?'*

#### Evidence required from all of the following elements

- Summative assessment results
- External examination results
- Value added feedback – can be found on the central data system
- Department SEF/RAP
- Feedback in departmental/year team meetings
- Classroom observation
- Scrutiny of student work
- Student interviews
- Scrutiny of teacher planning
- OfSTED / LA inspection / Internal inspection
- Regular meetings with SLT link on pre-set agenda

## 2. The Senior Leadership Team

#### Key Questions

- *Are we serving the needs of our students, colleague and community?*
- *Are we getting the best out of our students and our colleagues?*
- *Are we using our other resources as efficiently and effectively as possible?*

#### Evidence

- External examination results
- Feedback from Middle Leaders
- Subject SEF
- Self-review exercises (including parental/student responses)
- Feedback from subject team/year/Governor meetings
- Attendance and exclusion figures
- Feedback on student attitudes

- Classroom observation records
- Scrutiny of student work
- Student interviews
- Feedback from Student Voice
- Scrutiny of teacher planning
- Learning walks and drop ins
- OfSTED / LA inspection
- Regular meetings with SL on pre-set agenda

### **3. Quality Assurance Schedule**

#### **3.1 Results Analysis with Head teacher**

Subject leaders will meet with the head teacher to discuss Year 11 leavers examination results and the new Year 11 current data and targets.

#### **3.2 Subject self evaluation form**

This document should be completed by the subject leader according to the timeline set. The document should also form the basis for discussion in internal subject review meetings and also external inspections e.g LA/Ofsted.

#### **3.3 SLT Link meetings**

SLT links should meet once a month with subject leaders. Meetings should have an agenda which will be discussed beforehand at SLT meetings.

#### **3.4 Subject raising achievement plan**

The subject RAP should be reviewed by team members half – termly during subject meeting time. Subject RAP must be in place by 30<sup>th</sup> September.

#### **3.5 Quality of Education**

This will be completed initially through a 360° review process of a subject team which will provide deep analysis and evaluation of both areas of strength and development within a subject. The process evaluates the quality of education provided by each member of the team and the collective team as well as the leadership of the TLR holders, such subject leaders and assistant subject leaders.

### **Rationale**

Subject Leaders have a vital role to play in the development of their department. In addition to modelling the highest standards of planning, teaching, marking and their impact on pupil progress, they are accountable for the standards of staff in their department and, therefore, staff and curriculum development are intrinsic to their role. Quality assurance and evaluation of their effectiveness is as important, if not more so, as the evaluation of the quality of education provided by all department members.

### **Purpose**

To evaluate the impact of the quality of education provided by the department, as led by the Subject Leader, as its resultant impact on outcomes and pupil progress by observing, analysing and evaluating curriculum intent, implementation and impact as detailed below.

## **Intent**

A full evaluation of

- the extent to which the subject/department's curriculum sets out the knowledge and skills that pupils will gain at each stage;
- how Subject leaders have ensured that the subject curriculum contains content which has been identified as most useful;
- how subject leaders ensure that the determined content is taught in a logical progression, systematically and explicitly enough for all pupils to acquire the intended knowledge and skills;
- how carefully leaders have thought about what end points the curriculum is building towards, what pupils will be able to know and do at those end points, and how they have planned the curriculum accordingly including consideration of how the intended curriculum will address social disadvantage by addressing gaps in pupils' knowledge and skills;
- how leaders have sequenced the curriculum to enable pupils to build their knowledge and skills towards the agreed end points;
- how leaders have ensured that the subject curriculum contains content which has been identified as most useful, and ensured that this content is taught in a logical progression, systematically and explicitly enough for all pupils to acquire the intended knowledge and skills;
- the extent to which assessment procedures and tasks provide accurate information about pupil progress and are used to determine clear action at department/subject level.

## **Implementation**

A full evaluation of

- the way that the subject curriculum is taught and assessed in order to support pupils to build their knowledge and to apply that knowledge as skills;
- teachers demonstrate expert knowledge of the subjects that they teach and, where they do not, they are supported to address these gaps so that pupils are not disadvantaged by ineffective teaching;
- teachers enable pupils to understand key concepts, presenting information clearly and promoting appropriate discussion;
- teachers check pupils' understanding effectively, identifying and correcting misunderstandings;
- teachers ensure that pupils embed key concepts in their long-term memory and apply them fluently;
- the subject curriculum that classes follow is designed and delivered in a way that allows pupils to transfer key knowledge to long-term memory; it is sequenced so that new knowledge and skills build on what has been taught before and towards defined end points;
- teachers use assessment to check pupils' understanding in order to inform teaching;
- teachers use assessment to support the teaching of the subject curriculum, help pupils embed and use knowledge fluently, develop their understanding, and not simply memorise disconnected facts;
- how teachers use assessment data effectively to inform clear actions at class and pupil level.

NB: For subjects that still have a coursework component in the GCSE examination, this will include an evaluation of how the coursework is prepared and completed by students as well as any appropriate or permitted marking and moderation procedures.

Sources of evidence for both intent and implementation will come from:

- discussions with curriculum and subject leaders and teachers about the programme of study that classes are following for particular subjects or topics, the intended end points towards which those pupils are working, and their view of how those pupils are progressing through the curriculum;

- discussions with subject specialists and leaders about the content and pedagogical content knowledge of teachers, and what is done to support them;
- observations of and interviews with pupils or classes who are following this curriculum in lessons, including scrutiny of the pupils' work;
- pupil surveys about their learning;
- reviews of schemes of work or other long-term planning, in discussion with curriculum leaders - SLT Links.

There will be **two** observations of teaching staff with a 2-day window within the week. Observations will be across both key stages, where possible, or may be different year groups where not.

### **Impact**

A full evaluation of

- the impact of the education provided by the subject/department, with the primary focus being on what pupils have learned as evidenced by results;
- what the subject/department has in place to ensure that the most disadvantaged pupils and pupils with SEND are given the knowledge and cultural capital they need to succeed in life
- national assessments and examinations as indicators of the outcomes pupils achieve as well as assessment of the standard of pupils' work;
- if pupils are able to read to an age-appropriate level and fluency.

Sources of evidence include:

- nationally generated performance information about pupil progress and attainment; internal progress data if assessment procedures are deemed to be rigorous and accurate;
- first-hand evidence of how pupils are doing, drawing together evidence from the interviews, observations, work scrutinies and documentary review described above (see 'Implementation – sources of evidence');
- listening to a range of pupils read aloud;
- discussions with pupils about what they have remembered about the content they have studied.

### **Process**

- Subjects/departments will be made aware of the evaluation week window via the school calendar. No additional notice will be given except for any required meetings.
- Teaching staff who are unexpectedly absent for the majority of the week will be seen during the first 3 days of return to work, without additional notice, unless the reason for their absence deems it preferable that this be delayed.
- Subject leaders may be asked to submit a range of evidence prior to the evaluation week such as Schemes of Work, pupil progress trackers and examples of assessment strategies, procedures or tasks.
- SLT Links will be involved as far as possible, mindful of their own teaching commitments.
- Lesson evidence will be collated using the school observation proforma.
- Teachers will be able to attend a discussion about the overall quality of education they are providing at the end of the week but will be able to receive BRIEF feedback about lesson observations within 24 hours of the observation.
- SLT will scrutinise work during lessons and request a sample of work for deeper scrutiny with 24 hours' notice. This will include examples of coursework for relevant examination cohorts.

- Following the evaluation week within 3 days of the end of the week, the subject leader will attend a meeting with the SLT link, Head Teacher and Deputy Head i/c Quality of Education for verbal feedback which will either be accompanied by or followed up within 24 hours by a full written report.
- Following the meeting, the subject leader will devise a response plan to address issues and will submit it to the SLT link within 2 weeks.
- Student surveys will be issued to students during the week prior to the evaluation week. The results of these will be shared and discussed with subject leaders during the meeting.

Following the evaluation week, SLT links will initially be the key member of staff monitoring the implementation of the response plan through the QA schedule and their regular meetings with subject leaders.

### **Follow-up**

A third and final lesson observation of the academic year maybe carried out during the Summer Term. This is consistent with a maximum 3 hours of lesson observations as set out within the appraisal cycle.

### **3.8 Assessment Data**

Assessment data must be quality assured by subject leaders after each data collection(DC).

The subject leader should ensure:

- Regular assessment has taken place
- The assessment tasks are fit for purpose and give accurate summative levels and grades
- Where appropriate moderation activities have taken place
- All assessment pieces have been considered in the generation of the current assessment grade
- The accuracy of the levels or grades awarded have been quality assured
- After each DC subject leaders to produce a shortreport (using the central data system) explaining the progress or issues of different groups of learners in their subject area. This will be discussed at SLT Link meetings.
- After each DC Heads of Learning produce a short report(using the central data system) explaining the progress or any issues of different groups of learners in their year. This will be discussed at the SLT/HoL meetings.

### **3.9 Parents/Stakeholders Surveys and Events**

Opportunities will be found, throughout the academic year, to seek the views of all stakeholder groups. Analysis of feedback will inform self-evaluation and used to change and improve school practice. The Head Teacher will meet regularly with students to discuss their learning and progress.

### **3.10 Attendance and punctuality**

Attendance and punctuality data is reviewed weekly by the Assistant Head Teacher for Behaviour, Rewards and Attendance. This information will be made available to SLT, HsOL and SLs.. Intervention will need to be put in place, where appropriate.

### **3.11 Rewards and sanctions analysis**

Rewards and sanctions data will be issued every week to all staff by the Assistant Head Teacher. the data will be evaluated and appropriate intervention determined by the combined inclusion teams.

### 3.12 Learning environment audit

A review of the school environment, including classroom and corridors displays should be carried out each half term by subject leaders and feedback given to teachers (refer to learning environment policy).

### 3.13 Learning Walks

Learning walks could involve SLT, SL and HoL. Learning walks always have an aspect focus (see LW protocol).

Learning walks provide the school, not an individual teacher, with feedback about the standards of teaching and learning.

Unlike a classroom observation, learning walks create a school wide picture made up of many small snapshots.

Specific foci are addressed e.g classroom environment, pupil engagement, teaching strategies used, AfL etc.

Learning walks deepen understanding and practices related to continuous improvement.

### 3.14 Departmental Handbooks

Subject leaders are expected to establish and maintain the following documentation which will constitute their subject handbook which must be shared with the subject team and SLT Link.

- Long, medium and short term planning
- Course specifications
- Subject raising achievement plan
- Subject SEF
- Subject meeting agendas
- Subject meeting minutes
- Any other documents relating to the successful delivery of the curriculum

#### **In addition**

Additional meetings with SLT links, whole school work scrutinies and learning walks may still be carried out depending on emerging issues of needs of the school as well as known and calendared priorities..