



Sponsored by Academy Transformation Trust

Quality Assurance Policy

Adopted	September 2014
Date of Review	May 2016

*Inspire,
Aspire,
Achieve!*

We make many promises to our stakeholders about the way we work. There is a very clear expectation that we monitor and evaluate these promises, and use such evaluations to inform future school improvement.

Monitoring and evaluation are intrinsically linked but should not be confused. Monitoring is basically observing and recording whereas evaluating involves assessing or judging what has been observed and recorded.

The *Purpose* of Quality Assurance can be summarised as follows:-

- to raise standards
- to raise awareness of strengths and weaknesses
- to gather evidence – accumulate data
- to check on policy (compliance and implementation)
agreed practice / quality control
quality of delivery
- to ensure maintenance/improvement
- to intervene at an early stage and offer support
- to show interest and congratulate
- to satisfy demands of external organisations

The process of Quality Assurance is part of the 'normal business' of the school and it is, therefore, essential that everyone is absolutely clear about:-

- **What we want to find out** e.g. we want to know whether our lesson planning and delivery are effective.
- **What information we will need to collect** e.g. baseline data; data in various subjects.
- **How we will collect it** e.g. assessment manager.
- **What will happen to the information when it is collected** e.g. Subject Teacher and Department Leader review.
- **How we will make a judgement about the information** e.g. looking for inconsistencies and anomalies in the data, note any students who seem to be underachieving or who appear to have significant differences in achievement between subjects given their SATs and CATs scores.
- **How will this information affect future action** e.g. any student causing concern will be discussed with relevant Subject Teacher, Tutor or Department Leader and, where appropriate, with students and parents. Departments asked to discuss any anomalies or issues that the data is showing up – and reflect on aspects of their teaching strategies if necessary.

Quality Assurance will be carried out at a variety of levels:

- Governors
- ALT
- Line Managers
- Subject Leaders / Progress Leaders
- Teaching Staff / Tutors
- Staff / Students
- Staff / Staff
- Cross curricular
- Parents

Quality Assurance will be carried out in a variety of forms:

- Observations
- Interviews/Discussions/Meetings
- Sampling of work, data & progress
- Written evidence
- Formal/Informal
- Surveys

Quality Assurance must:

- Be manageable: time constraints, light touch, in depth
- Support improvement/development tool
- Offer swift feedback
- Be positive
- Avoid discrimination, harassment or victimisation of all stakeholders

The frequency that Quality Assurance takes place should:

- Depend on the focus
- Come from evaluation
- Take into account Maintenance, Improvement or Change
- Depend on :
 - Academy priorities
 - Subject Area priorities
 - Year Group priorities
- Take into account the numbers in a department
- Be flexible
- Take into consideration previous Quality Assurance
- Be ongoing

Discussion with all members of staff involved is a vital part of any Quality Assurance. To this end a series of team meetings are used to monitor and evaluate actions.

MEETING	FREQUENCY
Governors	Full: Termly Committees : Half-termly Working parties: As required
H&S Committee	Half-termly
Senior Leadership Group	Thrice weekly
Middle Leaders	Twice per half term
Student Achievement Leaders	Once per week
Subjects	Fortnightly
Year Groups	Fortnightly (informal briefing)
Year Team Meeting	Monthly (formal)

Members of staff have vital roles to play in Quality Assurance.

STAFF	ROLE	FREQUENCY
Principal	Analysis of documents	Annually
	Overview and feedback on planning documents	Annually
	Analysis of curriculum	Annually
	Analysis of student support	Annually
	Analysis of examination results (external)	Annually
	Reviews with Leadership Group	On-going
	Classroom observation	On-going
	Monitoring staff records of work	Termly
	Monitoring and Evaluation of student progress and achievement	Half-Termly
	Student interviews – with samples of work	Termly
	Review of professional development of staff	Termly
	Monitoring finances	Half-termly
	Evaluation and setting the budget	Annually
	Analysis of attendance data	Half-termly
	Monitoring of the implementation of the School Development Plan	Half-termly
Whole school self-review	Annually	
Vice Principal & Assistant Principals with Subject Leaders & Progress Leaders	Evaluate school and subject policies	Annually
	Evaluate Subject Development Plan	Termly
	Evaluate contribution to the School Development Plan	Annually
	Evaluate KS3 and GCSE results	July/September
	Classroom observation	3 hours each teacher during the year with Line Manager
	Monitor lesson observation programme	Ongoing
	Scrutiny of students' work	Half-Termly
	Review and analysis of finances	Termly
	Evaluation of use of resources (including human)	Annually
	Monitoring student behaviour	Monthly
	Monitoring Assessment procedures	Half-Termly
	Monitoring staff duties	Weekly
	Monitoring and Evaluation of Professional Development	Termly
	Monitoring Health and Safety issues – especially important in Science, PE and Art Food Technology	On-going

STAFF	ROLE	FREQUENCY
Subject Leaders	Chair Subject meetings	As per calendar
	Review SoW and department policy documents	Annually – Summer Term or as appropriate
	Review of progress towards stated targets in the School Development Plan; outcomes to form targets for the next cycle of SDP	Annually – Autumn Term or as appropriate
	Analysis of student progress	Following each assessment period
	Analysis of KS3 results	July
	Analysis of GCSE results	September
	Analysis of RAISEonline data	Annually
	Monitoring and Evaluation of the quality of subject reporting to parents	During each period of report writing
	Monitoring students' work – books, folders, coursework	Half-Termly
	Monitoring marking & feedback	Half-Termly
	Monitoring home learning setting in planners & VLE	Half-Termly
	Sample analysis of students' work across age-range and ability-range	Half-Termly
	Monitoring and reviewing of SEN provision within subject area	At department meetings
	Monitoring and Evaluation of methods of differentiation used in subject areas	Termly
	Classroom observation – monitoring the quality of teaching and learning	Each teacher once per term
	Classroom observation – Performance Management	As appropriate
	Classroom observation – NQTs, GTPs and PGCE	As appropriate
	Promotion of paired observation schedules to observe teaching strategies	As appropriate
Review of Professional Development of subject staff	Termly	
Progress Leaders	Monitoring effectiveness of Tutors & tutor time	Termly
	Monitoring students 'on report'	As appropriate
	Monitoring student progress and achievement within year group	Half-termly
	Monitoring the quality of report writing by tutors	During reporting cycle
	Overview of student grouping	Termly
	Overview of students' personal and social development	Termly
	Review and Evaluation of charitable activity and rewards within the year group	Termly

Role of Teaching & Tutor Staff

Monitoring is a key element in **EVERY** teacher's role whether it be in a subject lesson or during tutorial time. The quality of teaching and learning should be systematically monitored as should the achievements and progress of all students. Evaluation and review of the effectiveness of one's work should be regular and should take into account school policies.

Role of Students

Students are expected to take responsibility for their own work. Students should be encouraged to discuss and evaluate their work and to set achievable targets. The Tutor Period gives them an opportunity to discuss and evaluate issues relating to school work and life. Students should be encouraged to assume extra responsibilities within the tutor group, subject area or in the whole school.

Role of Governors

Governors play a key role in monitoring and evaluating school policies and practices. Governors will monitor regularly through detailed questioning at committee meetings and through regular timetabled visits and interviews. The Head Teacher will keep Governors informed of school/student progress in his/her termly report and will expect to be questioned on any issue Governors wish to raise during committee meetings and termly Governing Body meetings.

Monitoring Documentation

The Leadership Group has discussed in detail the various forms which act as evidence that monitoring of the standard of students' work is taking place and any shortcomings addressed.

From the discussions and recommendations, two forms will be used: the first is the OFSTED Criteria (appendix A) and the Lesson Observation Evidence Form Appendix B.

**NB: Performance Management observation sheets are the same but are colour coded to match the current year's PM paperwork.
Grade descriptors – Quality of teaching in the school**

These grade descriptors describe the quality of teaching in the school as a whole, taking account of **evidence over time**. While they include some characteristics of individual lessons, they are not designed to be used to judge individual lessons, and should not be used as a checklist. They must be applied adopting a 'best fit' approach. *School Inspection Handbook January 2013, No.120101*

Outstanding (1)

- Much of the teaching in all key stages and most subjects is outstanding and never less than consistently good. As a result, almost all pupils currently on roll in the school, including disabled pupils, those who have special educational needs and those for whom the pupil premium provides support, are making rapid and sustained progress;
- All teachers have consistently high expectations of all pupils. They plan and teach lessons that enable pupils to learn exceptionally well across the curriculum;
- Teachers systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene and doing so with notable impact on the quality of learning;
- The teaching of reading, writing, communication and mathematics is highly effective and cohesively planned and implemented across the curriculum;
- Teachers and other adults generate high levels of engagement and commitment to learning across the whole school;
- Consistently high quality marking and constructive feedback from teachers ensure that pupils make rapid gains;
- Teachers use well-judged and often inspirational teaching strategies, including setting appropriate homework that, together with sharply focused and timely support and intervention, match individual needs accurately. Consequently, pupils learn exceptionally well across the curriculum.

Good (2)

- Teaching in most subjects, including English and mathematics, is usually good, with examples of some outstanding teaching. As a result, most pupils and groups of pupils currently on roll in the school, including disabled pupils, those who have special educational needs, and those for whom the pupil premium provides support, make good progress and achieve well over time;
- Teachers have high expectations. They plan and teach lessons that deepen pupils' knowledge and understanding and enable them to develop a range of skills across the curriculum;
- Teachers listen to, carefully observe and skilfully question pupils during lessons in order to reshape tasks and explanations to improve learning;
- Reading, writing, communication and mathematics are taught effectively;
- Teachers and other adults create a positive climate for learning in their lessons and pupils are interested and engaged;
- Teachers assess pupils' learning and progress regularly and accurately. They ensure that pupils know how well they have done and what they need to do to improve;
- Effective teaching strategies, including setting appropriate homework, and appropriately targeted support and intervention are matched well to most

pupils' individual needs, including those most and least able, so that pupils learn well in lessons.

Requires improvement (3)

- Teaching requires improvement as it is not good.

Inadequate (4)

- Teaching is likely to be inadequate where **any** of the following apply:
- As a result of weak teaching over time, pupils or particular groups of pupils including disabled pupils, those who have special educational needs, and those for whom the pupil premium provides support, are making inadequate progress;
- Pupils cannot communicate, read, write, or apply mathematics as well as they should;
- Teachers do not have sufficiently high expectations and teaching over time fails to engage or interest particular groups of pupils, including disabled pupils and those who have special educational needs;
- Learning activities are not sufficiently well matched to the needs of pupils.

Grade descriptors – overall effectiveness: the quality of education provided in the school

Note: These descriptors should not be used as a checklist. They must be applied adopting a 'best fit' approach, which relies on professional judgement. Teaching must be outstanding for overall effectiveness to be outstanding.

School Inspection Handbook January 2013, No.120101

Outstanding (1)

- Teaching is outstanding and, together with a rich and relevant curriculum, contributes to outstanding learning and achievement. Exceptionally, achievement may be good and rapidly improving;
- Pupils, and particular groups of pupils, have excellent educational experiences at school and these ensure that they are very well equipped for the next stage of their education, training or employment;
- There is excellent practice which ensures that all pupils have high levels of literacy appropriate to their age. [Pupils whose cognitive ability is such that their literacy skills are likely to be limited make excellent progress appropriate to their age and capabilities];
- The school's practice consistently reflects the highest expectations of staff and the highest aspirations for pupils, including disabled pupils and those with special educational needs;
- Best practice is spread effectively in a drive for continuous improvement;
- Other principal aspects of the school's work are good or outstanding;
- The school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development enables them to thrive in a supportive, highly cohesive learning community.

Good (2)

- Pupils benefit from teaching that is at least good and some that is outstanding. This promotes very positive attitudes to learning and ensures that pupils' achievement is at least good;
- Pupils and particular groups of pupils have highly positive educational experiences at school that ensure that they are well prepared for the next stage in their education, training or employment;
- Pupils' progress is not held back by an inability to read accurately and fluently. Those pupils who have fallen behind are being helped to make rapid progress in their reading;
- The school takes effective action to enable most pupils, including disabled pupils and those with special educational needs, to reach their potential;
- Other principal aspects of the school's work are likely to be at least good;
- Deliberate and effective action is taken to create a cohesive learning community through the promotion of pupils' spiritual, moral, social and cultural development. There is a positive climate for learning.

Requires improvement (3)

- The school requires improvement because one or more of the four key judgements requires improvement (grade 3) and/or there are weaknesses in the overall provision for pupils' spiritual, moral, social and cultural development.

Inadequate (4)

The school is likely to be inadequate if inspectors judge **any** of the following to be inadequate:

- the achievement of pupils;
 - pupils' progress in literacy;
 - the quality of teaching;
 - the behaviour and safety of pupils;
 - the quality of the leadership in, and management of, the school ;
- and/or
- there are serious weaknesses in the overall promotion of pupils' spiritual, moral, social and cultural development.

PROFESSIONAL DEVELOPMENT LESSON OBSERVATION The Hathaway Academy	
Teacher:	Observer:
Subject:	Class: Date: Period:
Reason / Agreed focus for observation	
Context: (i.e. lesson objectives, number, age and ability of students):	
Observation notes: (i.e. the story of the lesson)	Impact on Learning / Points for feedback:

QUALITY OF TEACHING and its impact on LEARNING

Key elements	Key Indicators		Additional comments
<p><i>As a result of</i> High expectations and Challenge A5, B3, C1, C2, C4</p>	<ul style="list-style-type: none"> • The previous knowledge, skills and understanding of all learners is extended within the lesson and over time • Learners take initiative in their learning and participate actively in the lesson • Pace and depth of learning is <i>maximized</i> for all learners through effective monitoring of learning throughout lesson and consequent actions taken in response to students' feedback • Questions are targeted and differentiated to extend and challenge all students • Learners ask questions and seek clarification 		
<p><i>As a result of</i> Effective teaching approaches B1, B3, C4, D1, D4</p>	<ul style="list-style-type: none"> • Challenging tasks are carefully designed to match all students' learning needs resulting in high levels of engagement throughout the lesson • Learners foster their sense of curiosity, creativity and enthusiasm for learning (SMSC) • Learners use a range of learning styles and can talk about those that help them learn well • Learners are given the opportunity to work independently and collaboratively • Learners develop their knowledge, skills and understanding across a range of subjects/areas of learning 		
<p><i>As a result of</i> Independent learning strategies A3, A5, B1, B3, B4, C1, C2, C3, E5</p>	<ul style="list-style-type: none"> • Learners are curious, enquiring and willing to learn new things • Learners are able to take risks and make mistakes without fear of 'put downs' • Learners can persevere with a task or challenge even when the going gets tough • Learners collaborate and discuss in pairs and groups, developing subject specific knowledge/ understanding and/or their speaking and listening skills • Learners are inspired to undertake Home Learning tasks to develop their subject skills and knowledge to greater depth 		
<p><i>As a result of</i> A positive climate For learning C1, C2, C3, C4</p>	<ul style="list-style-type: none"> • All learners behave well and show respect for the teacher, other adults and their peers • Learners are encouraged to speak and question with confidence and respect • Learners display commitment, determination to succeed, independence, self belief and self confidence (SMSC) • Rewards and sanctions are used consistently, fairly and in a timely manner to create and maintain a positive and safe learning environment • Learners are punctual to lessons 		

QUALITY OF TEACHING and its impact on LEARNING

Key elements	Key Indicators		Additional comments
<p><i>As a result of</i></p> <p>Assessment of/for Learning</p> <p>A1, A2, A4, B1, B2, B4, B5</p>	<ul style="list-style-type: none"> • Learners are clear about the lesson objectives and how outcomes will be evaluated • Learners can articulate their short and long term targets and give examples of how they can effectively work towards them • Learners engage in open, honest and productive dialogue about their learning with teachers and other adults • Learners use self and peer assessment strategies to reflect on/evaluate their output against success criteria and make suggestions about how to improve their work • Learners can talk about/demonstrate what they have learned and reflect on what they might need to learn next • Learners can talk about what they do well and what they find difficult • Regular, detailed and accurate written feedback enables all learners to understand how well they are doing and how to improve • Learners respond to written feedback and act on it 		
<p><i>As a result of</i></p> <p>The Impact of Teaching Assistants</p> <p>C1, C2, C3, D2, E4</p>	<ul style="list-style-type: none"> • Learners receive/ask for appropriate support from the teacher and other adults but are not dependent on it • Support is deployed carefully, (including for SEND students), enthusing and motivating all learners and leading to good progress 		
<p><i>As a result of</i></p> <p>Planned opportunities to develop Communication skills</p> <p>A3, A4, B2, B3</p>	<ul style="list-style-type: none"> • Learners use spelling, grammar and punctuation increasingly more accurately • Learners write effectively for purpose, selecting the appropriate style • Learners develop extended writing skills • Learners understand and use subject specific or technical vocabulary • <i>Every opportunity</i> is taken to develop literacy skills (reading, writing, oracy) • <i>Every opportunity</i> is taken to develop mathematical skills • Learners apply and develop PLT skills 		
<p><i>As a result of</i></p> <p>Consistently high standards</p>	<ul style="list-style-type: none"> • Learners make rapid and sustained progress • Learners say that this lesson is typical of the type of lesson they usually experience in this subject with this teacher • Learners say that the behaviour is typical of how students usually behave in this lesson 		

Lesson and teaching strengths (including progress on agreed objectives):						
Points to consider:						
Actions to be taken:						
<table style="width: 100%; border: none;"> <tr> <td style="width: 30%;">Overall summary judgment:</td> <td style="width: 30%;"> Quality of Teaching <input style="width: 40px; height: 25px;" type="checkbox"/> </td> <td style="width: 30%;"> Achievement <input style="width: 40px; height: 25px;" type="checkbox"/> </td> </tr> <tr> <td></td> <td style="text-align: center;"> Behaviour <input style="width: 40px; height: 25px;" type="checkbox"/> </td> <td></td> </tr> </table>	Overall summary judgment:	Quality of Teaching <input style="width: 40px; height: 25px;" type="checkbox"/>	Achievement <input style="width: 40px; height: 25px;" type="checkbox"/>		Behaviour <input style="width: 40px; height: 25px;" type="checkbox"/>	
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	Behaviour <input style="width: 40px; height: 25px;" type="checkbox"/>					

Signed: Observer **Teacher:** **Date**
Copied to: SL, SLT line manager