

Hornsea School & Language College



Quality Assurance and Procedure Policy

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Quality Assurance Policy

Rationale

Our approach to Quality Assurance is to encourage all stakeholders to play their part in evaluating and informing the service we provide for learners. This will enable us to improve our effectiveness.

Purpose

- To promote and encourage self evaluation
- To empower all stakeholders to be involved in the process of helping us to be an effective learning institution
- To establish a culture in which the giving and receiving of feedback, the self-assessment of quality, self criticism, reflection and review are seen as normal and necessary in a 'learning organization'
- To develop a wide range of strategies regarding the evaluation and securing of quality
- To enable good practice to be identified, shared and celebrated
- To establish a calendar of Quality Assurance Audits
- To enable departments to recognise the importance of formal systems of Quality Assurance including: class observation, work scrutiny, learning walks, out and about, evaluation, assessments, reviews of policies, systems and working practices within the team.
- To encourage department members to be open and honest about their working practices with school improvement leaders.
- To provide a structure where the feedback from Quality Assurance audits is used to modify practice and inform intervention.
- To provide relevant and up to date documentation from Ofsted and other inspection processes to support the process of Quality Assurance
- To assist school improvement leaders in their key leadership roles.

Conclusion

Our students get one chance. Our duty is to put strategies in place to assure them and their parents that we have done everything possible to support them in becoming effective learners in Hornsea School & Language College. The framework document provides a structure to support this assurance of quality.

HORNSEA SCHOOL & LANGUAGE COLLEGE

Quality Assurance Procedure The role of School Subject and Progress Leaders

Introduction:

1. This strategy paper complements the school's Quality Assurance Policy statement, which provides a rationale for monitoring and seeking to improve the effectiveness of the work of the school. We seek to establish a culture in which self-criticism, celebration, assessment, performance review and setting of new targets are recognised as important. These underpin development planning and learning more generally, acknowledging that reflection, target-setting and action planning are key processes for the school as a whole, for departments and pastoral teams, for learners and for individual members of staff undertaking their own continuous professional development. It is central to our approach that people learn best when they are supported and given guidance and that our ethos is to work together to improve the support we collectively provide for our students and each other.
2. The key issue for middle leaders with responsibility for other staff is the management of their team, the monitoring of their effectiveness in meeting shared objectives, especially with regard to learning and teaching and in their adherence to agreed policies and procedures.
3. This paper outlines the procedures which middle and senior leaders will use as they discharge their responsibility for monitoring the quality of teaching, learning, mentoring and tutoring and assessing the effectiveness of these.

The role of members of the Senior Leadership Team (SLT):

1. In their different roles every member of the SLT carries a QA responsibility, and each has a liaison role with designated curriculum and pastoral areas, working with other members of the team. This role includes an informal point of contact for the Subject and Progress Leaders, attendance at team meetings, reviews of progress and, where necessary, following-up with colleagues in difficulty or requesting support or where performance is considered inadequate.

A current list of SLT responsibilities is given in appendix 1. The Governor links to curriculum and pastoral teams is in appendix 2

2. Focus of review with Subject and Progress Leaders.
Each review meeting will enable progress to be monitored and evaluated with the intention of improving our work with colleagues and students. Each will focus on
 - The quality of teaching and learningProgress on the JEPI (Judgement, Evidence, Priorities, Impact) report. This is an on-going working document that is submitted formally at the end of each term with a final copy produced by the end of September following final examination analysis. The priorities that arise from this document then form the development plan on the JEPI for the following year. An agreed proforma is attached in appendix 3.
 - Assessment of student achievement (progress and attainment)
 - How the views of pupils are sought

The curriculum or pastoral leader will provide, in advance of the meeting, a brief summary addressing each of these foci. Discussion of each will enable good practice to be highlighted and celebrated, areas of development to be signed off and areas where support may be needed to be identified.

In addition, one of the fortnightly meetings in the Autumn term will include a discussion of the finalised JEPI report for the previous year. An electronic version, to be completed, is held in Subjects on T in the folder. Quality Assurance. It reviews the work of the year and identifies priorities where development

may be needed over the following year and these form the starting points of the next JEPI. Reports are to be used internally so that all members of teams can contribute and receive their own copy.

One of the fortnightly meetings in the Spring Term will address SEN issues and issues arising from student feedback.

One of the fortnightly meetings in the Summer Term will discuss the priorities for the next academic year and how this addresses whole school improvement objectives.

In addition to SLT link meetings with subject and progress leaders the Assistant Head/Raising Standards Leader meets with core subject improvement leaders (SILs) once per fortnight. These meetings, led by the Assistant Head/Raising Standards Leader have a primary focus of reviewing and tracking current progress and discussing/initiating intervention where required. There is also the opportunity to discuss and plan initiatives to maximize the progress of all our students. Minutes are shared with Head and Deputy Head

3. Timescale for review.

Members of the SLT will undertake a formal meeting with Subject and Progress Leaders at least once a term to review the termly JEPI Summative Reports.

It is the responsibility of the SLT link person to summarize discussions with subject and progress leaders and to pass written feedback to the Deputy Head. This feedback may often comprise notes added to the initial document provided by the subject/progress leaders and SILs. Agreed points for action must be clear and the date the discussion took place stated. The summative reports will be discussed at SLT meetings. Whole School foci for action may be identified for either short term targeting or longer term development planning.

5. School Self Evaluation (SSE)

This QA framework will contribute to SSE which is formally recorded in the relevant document.

The role of Subject and Progress Leaders

1. Subject and Progress Leaders will monitor the work of their colleagues to provide objective evidence for discussions with their SLT link person. These discussions will take place when necessary at the scheduled fortnightly meetings. It is the responsibility of the Subject and Progress Leaders to maintain a record of their monitoring and to pass a summary of it to the SLT link in advance of the meeting This should enable a tightly focused discussion where the emphasis will be on recognizing and celebrating achievements as well as identifying areas in need of development.
2. Books and the monitoring of students' written work – work scrutiny
Subject and Progress Leaders will undertake a review of students' work by sampling sets of books from each member of their team and the assigned SLT link in line with calendared year group work scrutinies. One example of how this might be done is to use 'Target grades' to identify two books from each of the upper, middle and lower attainers.

Evidence through this monitoring should enable the following questions to be addressed:

- a) Are books laid out in accordance with curriculum expectations? ie target sheets/charts/trackers?
- b) Are books/folders up to date with curriculum assessment expectations demonstrating clear evidence of progress over time?
- c) Is there effective guidance given to the student on how to improve work to achieve or exceed targets?
- d) Has the student's work been marked in line with curriculum/school expectations?
- e) Is homework visible and does it meet curriculum expectations?
- f) Is there evidence of student self assessments, student target setting and peer assessment?
- g) Is there timely evidence of student reflection and a response to teacher targets?
- h) Does the marked work reflect the school policies in terms of marking of written accuracy?

i) Do current achievement grades in books match the marks given in the latest round of reporting?

The relevant Curriculum proforma is attached in appendix 4.

In addition a scrutiny will be carried out by the relevant Progress Leader and SLT link.

3. Lesson Observations

Subject Leaders should, on an annual basis, see each member of his or her team teach on at least one occasion. This may be undertaken more frequently by paired working or team teaching. The lesson observation should be recorded using the agreed proforma (appendix 5).

4. Reviews of lesson planning and class records

In the Spring term, on an annual basis, Subject Leaders should arrange to meet with each colleague working in the department to review work with teaching groups, and the records kept of lesson plans, progress through Schemes of Work, marking, students causing concern, IEP support, homework-setting, use of ICT, display work etc. (A suggested structure and proforma is included in appendix 6)

5. Subject Leaders QA Records.

Subject Leaders will recognize the importance of their own record keeping in connection with QA to ensure fairness and appropriate frequency. Copies of written summaries should be kept so that concerns, targets, support etc is followed-through and notable achievements celebrated and acknowledged. Key points should be noted in the evidence section of the JEPI as the year progresses.

6. Learning Walk

At least once each term the scheduled link meeting between the Subject and Progress Leaders and the member of the SLT should be devoted to a "learning walk". The purpose of this is to assess classroom climate as directly linked to Teaching. Issues arising should be discussed, action agreed and noted as evidence in the JEPI (appendix 3).

Support for Subject and Pastoral Leaders in carrying out their Quality Assurance role.

1. Non-contact time.

The Head will ensure that non-contact time, over and above the 10% PPA, is provided for Subject and Progress Leaders as they discharge their QA roles.

2. Guidance on arriving at grades 1-4 used in summarising observations is in Appendix 5.

3. Cover.

Members of the SLT group, through the staff development coordinator, are available to cover colleagues so that lesson observation can be carried out, or to enable paired working or follow-up discussions.

4. Courses.

Subject and Progress Leaders will be enabled to attend appropriate training courses to aid them to discharge their QA roles. The Staff Development Officer will coordinate this.

5. The Student Voice.

Views of students and pupils will be sought through questionnaires, discussion groups, the School Council etc. These will be shared with the SLT and SILs to further inform discussions and the evaluation of our effectiveness.

6. Governor link visit – Each curriculum area has an identified Link Governor (see appendix 1). Each Link Governor will visit the curriculum area at least once during the academic year having agreed a focus for the visit in advance. The details of any visit will be sent by the Governor to the Head's PA so it can be logged.

Appendix 2

Governor Links

Art	Margaret Boyd
Attendance	Graham McDonald
Business and Economics	Graham McDonald
CEIAG	Steve Knapton
Child Protection	Ian Smith
DT	Margaret Boyd
English	Christine Bourget
Extended Schools	Christine Bourget
Healthcare Plans	John Hinchliffe
Humanities	Angela Harper
ICT	Graham McDonald
Mathematics	John Hinchliffe
MFL	
PE	Kirsty Harrison
Performing Arts	Elizabeth Joy
Pupil Premium	Judy Dickinson
	John Hinchliffe
	Ian Smith
Science	John Hinchliffe
Safeguarding	Ian Smith
Sixth Form	Marvin Close
SMSC	
Special Educational Needs	Ian Smith
Social Sciences	Judy Dickinson
Student Voice	Vicky Parnaby

Appendix 3

Curriculum Self Evaluation 2016/17 (JEPI)

Department:

Term: Autumn Spring Full

Judgement: 1 - Outstanding, 2 - good, 3 - Requires improvement, 4 – Inadequate

	JUDGEMENT	EVIDENCE	PRIORITIES	IMPACT
Effectiveness of leadership and Management				
Personal development, behaviour and welfare				
Quality of teaching, learning and assessment				
Outcomes for Pupils				
Spiritual, Moral, Social and Cultural				

Development				
Safeguarding				
The Effectiveness of the 16-19 study programmes				
Overall effectiveness				
		Priority 1	Priority 2	Priority 3
Priorities Taken from previous Jepi				
Progress against priorities				
		Priority 4	Priority 5	Priority 6
Priorities Taken from previous Jepi				
Progress against priorities				

Progress Leaders' Self Evaluation 2016/17 (JEPI)

Year Group:

Term: Autumn Spring Full

Judgement: 1 - Outstanding, 2 - good, 3 - Requires improvement, 4 – Inadequate

	JUDGEMENT	EVIDENCE	PRIORITIES	IMPACT
Effectiveness of leadership and Management				
Personal development, behaviour and welfare				
Outcomes for Pupils				
Spiritual, Moral, Social and Cultural				

Development				
Safeguarding				
Overall effectiveness				
		Priority 1	Priority 2	Priority 3
Priorities Taken from previous Jepi				
Progress against priorities				
		Priority 4	Priority 5	Priority 6
Priorities Taken from previous Jepi				
Progress against priorities				

Areas for sharing good practice details (if gold is chosen)

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Areas for improvement (amber or red) to be discussed with member of staff

A large, empty rectangular box with a thin black border, intended for areas for improvement to be discussed with staff.

	Impact of teaching	Assessment of Learning & Progress	Homework	Marking & Feedback	Expectations	Subject knowledge & planning	Teaching strategies	Enjoyment & engagement	RWCM
Outstanding	Much of the teaching is outstanding and never less than consistently good . As a result, almost all pupils are making rapid and sustained progress .	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.	Appropriate and regular homework contributes very well to pupils' learning.	Marking and constructive feedback from teachers and pupils are frequent and of a consistently high quality , leading to high levels of engagement and interest.	Teachers have consistently high expectations of all pupils.	Drawing on excellent subject knowledge , teachers plan astutely and set challenging tasks based on systematic accurate assessment of pupils' prior skills, knowledge and understanding.	Teachers use well-judged and often imaginative teaching strategies that, together with sharply focused and timely support and intervention, match individual needs accurately. Consequently, pupils learn exceptionally well .	Teachers generate high levels of enthusiasm for, participation in and commitment to learning. Teaching promotes pupils' high levels of resilience, confidence and independence when they tackle challenging activities.	The teaching of reading, writing, communication and maths is highly effective . Time is used very well and every opportunity is taken to successfully develop crucial skills, including being able to use their literacy and numeracy skills in other subjects.
Good	As a result of teaching that is mainly good , with examples of outstanding teaching, most pupils and groups of pupils, including disabled pupils and those with special educational needs, are achieving well .	Teachers regularly listen astutely to, carefully observe and skilfully question groups of pupils and individuals during lessons in order to reshape tasks and explanations to improve learning.	Appropriate and regular homework contributes well to pupils' learning.	Teachers assess pupils' progress regularly and accurately and discuss assessments with them so that pupils know how well they have done and what they need to do to improve.	Teachers have high expectations of all pupils.	Teachers use their well-developed subject knowledge and their accurate assessment of pupils' prior skills, knowledge and understanding to plan effectively and set challenging tasks.	Teachers use effective teaching strategies that, together with appropriately targeted support and intervention, match most pupils' individual needs so that pupils learn well .	Teachers enthuse and motivate most pupils to participate. Teaching generally promotes pupils' resilience, confidence and independence when tackling challenging activities.	The teaching of reading, writing, communication and maths is very efficient . Teaching consistently deepens pupils' knowledge and understanding and teaches them a range of skills including communication, reading and writing and maths across the curriculum.
Requires Improvement	Teaching results in most pupils, and groups of pupils, making progress that is broadly in line with that made by pupils nationally with similar starting points. There is likely to be some good teaching and there are no endemic inadequacies .	Teachers monitor pupils' work during lessons, picking up any general misconceptions and adjust their plans accordingly to support learning. These adaptations are usually successful but occasionally are not timely or relevant and this slows learning for some pupils.	Appropriate homework is set and this contributes reasonably well to the quality of learning for pupils including those with special educational needs.	Pupils are informed about the progress they are making and how to improve further through marking and dialogue that is usually timely and encouraging . This approach ensures that most pupils want to work hard and improve.	Teachers' expectations enable most pupils to work hard and achieve satisfactorily and encourage them to make progress.	Due attention is often given to the careful assessment of pupils' learning but this is not always conducted rigorously enough and may result in some unnecessary repetition of work for pupils and tasks being planned and set that do not fully challenge .	Teaching strategies ensure that the individual needs of pupils are usually met . Teachers carefully deploy any available additional support to contribute reasonably well to the quality of learning for pupils, including those with special educational needs.	Most pupils want to work hard and improve.	Communication skills including reading and writing and maths may be taught inconsistently across the curriculum.

Teaching is **LIKELY** to be **inadequate** where **ANY** of the following apply

- As a result of **poor teaching**, pupils or groups of pupils are making **inadequate progress**.
- Learning activities are not sufficiently well matched to the needs of pupils so that they make **inadequate progress**.
- Teachers do **not** have sufficiently high expectations and teaching **fails** to excite, enthuse, engage or motivate particular groups of pupils, including disabled pupils and those who have special educational needs.
- Pupils cannot communicate, read, write or use maths **as well as they should**.

These criteria should be applied using a best fit method for any individual lesson.

