



Quality Assurance in Education Policy

Date updated:	May 2018
Lead person(s):	Head of Education Head of Quality Assurance and Safeguarding
Review date:	May 2019

Rationale

At Sunfield there is a commitment to monitoring and reviewing teaching and learning, as it is the mechanism through which pupil progress is assessed and quality assured, and decisions as to future planning, teaching and learning is based.

The purpose of this policy is to provide a framework in which:

- The efficacy of the school's ethos, aims and objectives are reflected on
- The curriculum (both within key stages and post-16 provision) is monitored to ensure that it is broad, balanced, relevant and complies with statutory requirements
- The quality of teaching is judged
- The effectiveness of planning for quality teaching and learning is judged
- Breadth of teaching styles adopted, and their relevance to pupil progress and outcomes is assured
- Good practice can be identified and disseminated
- The effectiveness of assessment, recording, reporting and reviewing pupil progress and achievement can be considered
- The deployment and professional development of staff is considered

How will we monitor, evaluate and review our work?

An assessment calendar (please see appendix 1) outlines the timescales for all quality assurance procedures. This is updated and issued to teachers on a termly basis. Weekly teacher's meetings are also used for a range of quality assurance purposes, including:

- Student work moderation, to ensure that there is a shared understanding of what achievement looks like across a range of academic levels
- Planning and planning formats, to ensure that there is good practice across the school with regards to planning
- Sharing of good practice and problem solving, including dissemination of good practice, sharing of ideas, collaborative planning

Monitoring strategies should result in the identification of targets for the development of resources, the development of teaching and learning and the professional development needs of the staff. Monitoring is not an inspection process, although it will utilise similar strategies as the OFSTED framework, as it has a school improvement focus.

The head teacher will regularly (at least half termly) review school policy and practice through:

- Pupil progress data – this will also be reviewed with individual teachers on a termly basis
- Audit, monitor, evaluate and review planning
- The suitability of the school accommodation for the purpose to which it is put, ensuring staff and pupil safety and opportunities for regular cleaning, maintenance and security, in conjunction with the Health and Safety Officer and maintenance team
- The size, suitability, deployment and commitment of staff, including guidance and information for staff
- The school staffing structure including management, ensuring its suitability for the size of the school, and effectiveness at all levels
- Pupil personal development, behaviour and the school's Positive Behaviour Management Policy, in conjunction with the Head of Quality Assurance and Safeguarding
- Continuous professional development

Appendix 1

The review cycle

Half termly:

- Planning audit, monitoring, evaluation and feedback
- Pupil Progress data (thorough Classroom Monitor)
- Literacy and Numeracy moderation

Termly:

- Lesson observations or learning walks (Summer term)
- Pupil Progress meetings with teachers
- Teacher supervision (Performance Management in Autumn term)
- End of term reports
- Quality Assurance audit of school environment
- Audit of student accreditation files (for KS4 and Post-16 students)

Teachers receive feedback on all monitoring processes, to further inform their practice, and enable improvements to take place. This feedback will also inform supervisions and performance management meetings, and is considered to be a supportive process to enable teachers to reflect on their own practice and work on areas where further development is needed.

In addition to the in-house monitoring and evaluation of our work, fortnightly visits from a School Improvement Partner also inform and support the quality assurance process. These visits include evaluating policy and procedure with the head teacher, lesson observations and learning walks, and meetings and discussions with other key members of SLT and the school. Reports and action plans are drawn up from this visits, to further evidence and support the quality assurance process.