



## Birtenshaw Education Services Quality Assurance Policy

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### Rationale:

The aim of Birtenshaw's Education Services is to *"brighten lives and build futures"*. In order to achieve this we ensure that all systems and processes in each educational service are monitored and evaluated for quality and impact on a regular basis. We fully believe that every aspect of our educational settings should be held up to scrutiny and that everyone in each educational service is accountable for ensuring quality of provision for all children and young adults.

### Aims:

- To improve provision for learners' learning, progress and achievement
- To ensure consistently high quality learning experiences for all learners
- To ensure that all learners have the opportunity to achieve their potential, including independence, life skills and employment, where appropriate
- to engage all staff in a process of self-evaluation
- to maintain quantitative and qualitative information about each service
- to evaluate the quality of the delivery of each service
- to use the knowledge gained from monitoring and evaluation effectively in the planning process
- to develop leadership and management
- To ensure high quality provision across each educational service
- To carry out a rigorous system of quality assurance activities across the academic year which are linked to the monitoring, evaluation and review cycle.

### Monitoring, Evaluation and Review across the year:

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<b>Activity</b>	<b>Frequency</b>	<b>Date(s)</b>
Curriculum Review	Annually	April
SEF/SAR Review	Termly	December
		April
		July
Preparation of SDP/QIP	Annually	September
SDP/QIP Review (RAG and dated comments)	Termly	December
		April
		July
Report to Governors	Termly	October
		March
		June
Curriculum Planning	Half-termly	Autumn 1
		Autumn 2
		Spring 1
		Spring 2
		Summer 1
		Summer 2
Individual Learning Plans	Termly	September
		January
		April
Learner documentation	Termly	Autumn
		Spring
		Summer
Lesson Observations	Termly	Autumn
		Spring
		Summer
Learning Walks	Weekly	Weekly
Peer Observations – sharing good practice	Termly	Autumn
		Spring
		Summer
Work Scrutiny	Termly	Autumn
		Spring
		Summer
Moderation of levels	Twice yearly	Spring
		Summer
Analysis of Progress Data	Termly	December
		April
		July
1:1 supervision with Teachers	Fortnightly	Fortnightly
Review teacher performance targets	Annually	July
Set teacher performance targets	Annually	Autumn
Performance target interim review	Annual	Spring
1:1 supervision with LSAs	Half-termly	Half-termly
Set LSA targets	Termly	September
		January
		April
End of Term Reports	Termly	December

		April
		July
Parent Questionnaires	Yearly	May
Learner Questionnaires	Yearly	May

### **School Development Plan (SDP) – Schools Quality Improvement Plan (QIP) - College**

The purpose of the SDP/QIP is to ensure that each educational service identifies accurately those areas for improvement which will have the greatest effect in enabling them to continue to raise attainment. Each service will identify barriers to learning and issues of attainment/achievement.

Priorities for the SDP/QIP will follow directly from the areas for improvement in the School Evaluation Form (SEF) (schools) and the Self-Assessment Report (SAR) (college). The plan should demonstrate clearly each services focus on improvement and the benefit this will bring to pupils and learners.

It is also necessary that plans are informed by all members of staff and the wider community so that everyone has ownership of the final plan.

These plans should be viewed as active documents, which may be altered in the course of the year. This will be as a result of the ongoing process of monitoring and evaluating the progress of the plan.

### **School Evaluation Form (SEF) – schools Self-Assessment Report (SAR) - college**

Schools must produce an annual SEF, based on the progress with the SDP, and the college must produce an annual SAR, based on the progress with the QIP. These reports should be clear and concise. The initial section of the reports should give the context of the educational standards and the main part of the reports should state the progress of attainment over the previous year. Developments which did not feature in the SDP or QIP but which were covered during the year should also be evaluated. Evaluative statements must feature as well as factual information and attainment data. For example, “very good progress has been made in problem solving and pupils are **now** more able to apply appropriate strategies effectively”. Areas for improvement should also be identified and be used to inform the SDP/QIP.

### **Quality Assurance Monitoring:**

To promote effective learning, it is vital that a culture of quality assurance and self-evaluation exists and this can be achieved through planned opportunities during the course of the school/college year. School and college leaders should also seek staff, learner and parent feedback on the effectiveness of provision within the

school/college. Evidence from the above can be used to inform improvement at all levels.

All areas of teaching and learning should be quality assured through rigorous monitoring throughout the year. This monitoring will include:

- The effectiveness of teaching plans
- The effectiveness of medium term planning
- Assessment of learners, including baselining
- Work scrutiny
- Target setting – curriculum, ILP, EHCP
- Moderation of levels
- Drop-ins, learning walks, peer observations and lesson observations
- Meeting with teaching staff to review pupil progress, attainment and targets
- Parent/pupil/staff questionnaires
- Minutes of staff and supervision meetings.
- Performance Management of teachers and LSAs
- Quality of input from external agencies, e.g. connexions, physios, etc.

### **Description of QA Activities:**

#### Curriculum Review

The curriculum offered by each of the educational services is reviewed with a view to improving the provision for all our pupils and learners, at the beginning of every academic year. A curriculum policy can be found on the Birtenshaw website.

#### Head of Service report to Governors

Each term the Heads of Service of both schools and college will submit a detailed report to their respective Governing Bodies about the quality of provision in the educational establishments. They will pull on information gathered from a whole range of quality assurance monitoring activities across the previous term.

#### Curriculum Planning

Each term the head of each educational service will quality assure the standard of medium and short term planning that each teacher has completed. There will also be opportunities for best practice to be shared amongst the teachers.

#### Individual learning Plans (ILPs)

All pupils and learners will have an ILP which is updated each term. The ILP will be based on targets taken from the Education, Health and Care Plans of all the pupils and learners. Targets will be assessed each term through the daily curriculum and evaluations will be written. ILPs are stored within SOLAR and should be displayed in each classroom. A sample of ILPs will be quality Assured by each Head of Service at the beginning of term to ascertain appropriateness of target setting for pupils and learners.

## Learner Documentation

Each pupil or learner has a file of information about them which is compiled by class staff and stored in classrooms and on the 'j drive'. It is important that this information is reviewed for accuracy and updated at least once per term. A sample of files will be quality assured by each Head of Service at the beginning of each term.

## Staff Appraisal

Every academic year, all staff in each educational service have an appraisal in which strengths and contribution to each provision are noted, together with any development needs. An appraisal policy can be found on the Birtenshaw website.

## Supervision Meetings

Each Head of Service will hold fortnightly supervision meetings with teachers, and teachers will hold half termly supervision meetings with their SLSA and LSAs. The purpose of these meetings is to ensure that standards and expectations are sustained through conversations about daily practice, lesson observations, performance targets, etc. Meetings are recorded onto a proforma which is then kept by the head of Service and given to the members of staff.

## End of Term Reports

All progress made by pupils and learners will be formally reported on to parents and carers at the end of each term. A sample of these reports will be quality assured by each Head of Service to ensure high standards of reporting are being adhered to.

## Analysis of data

Data is gathered within the online assessment tracker, SOLAR. Assessment of learning is gathered within the system on a daily basis by teachers. The data is formally analysed on a termly basis, although up to date information can be accessed at any point in the term. This system is also used at the beginning of each academic year to gather baseline data for any new pupils or learners.

## Attendance data

Attendance data is gathered and monitored on a daily basis throughout the year. The data is formally reported on to governors by each Head of Service in their termly reports to governors. An attendance policy can be found on the Birtenshaw website.

## Behaviour monitoring

Behaviour data is gathered and monitored on a daily basis throughout the year. Behavioural incidents are recorded in SOLAR. The data is formally reported on to governors by each Head of Service in their termly reports to governors. A behaviour policy can be found on the Birtenshaw website.

## Lesson Observations

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Lesson observations take place formally each term. Teachers will be observed by two members of the senior leadership team; one of these will be the specific Head of Service. In a lesson observation teachers will be expected to have planning for that lesson, books available to look at and progress data for all pupils and learners. The lesson observation is followed by verbal feedback, and this is then followed with written feedback of the lesson; the teachers receives this written feedback. Data is gathered from all the lesson observations to inform future developmental needs around teaching and learning. The quality of teaching and learning is formally reported on to Governors each term by the heads of each educational service

### Peer Observations

Peer observations take place formally each term. Teachers liaise with each other to identify when peer observations can take place. After an observation the visiting teacher is responsible for completing a written report of their observations and forwarding this to the teacher who was observed and the Head of Service. The Head of Service should then quality assure the standard of documentation received and designate time for all teachers to be able to share good practice that they have seen.

### Learning walks

Learning walks can take place on a weekly basis and are usually carried out by the Head of Service for each educational establishment. The learning walk may be general in nature or may have a pre-determined focus, e.g. an area for improvement from the school or college development plan. Learning walks can take place with or without notice and should be followed up with written feedback to teachers. This feedback can be personalised to specific teachers or can be anonymised to give overall observations across the whole organisation.

### Work scrutiny

Work scrutiny takes place formally twice a year. Samples of work books are collected and scrutinised by teachers who record their observations on a work scrutiny proforma. This information is then used to assure the quality of marking and feedback that teachers have used and also to inform future development in this area.

### Moderation of levels

Moderation of levels takes place formally twice a year. Samples of levelled work are scrutinised by groups of teachers who record their observations on a moderation proforma. The intention of this moderation is to ensure that all teachers are levelling to a standard which everyone agrees on. This information is then used to assure the quality of levelling that teachers complete and also to inform future development in this area.

### Pupil/Learner questionnaires

The views of pupils and learners are formally gathered by questionnaire in the summer term. Information gathered from these questionnaires is then used to better

understand how they feel about their education and should inform appropriate areas for development.

### Pupil/Learner council

Each educational provision has its own pupil/learner council. Information gained by the councils can be used to inform school/college development.

### Parent questionnaires

The views of parents and carers are formally gathered by questionnaire in the summer term. Information gathered from these questionnaires is then used to better understand how they feel about their sons or daughters education and should inform appropriate areas for development.

### Staff Consultation

Views of staff are sought through:

- Informal discussion with line managers
- Self-evaluation procedures
- Discussion at school meetings
- Questionnaires
- Professional reviews
- CPD opportunities

The gathering of information and views from staff is important and should be used to inform future areas of development in each educational establishment.

