



THE Boswells SCHOOL

Quality Assurance Policy

A member of the Chelmsford Learning Partnership

Committee Responsible	Local Governing Body
Lead Staff Member	Deputy Headteacher (Teaching Learning and Progress)
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THE BOSWELLS ACADEMY TRUST – QUALITY ASSURANCE POLICY

Quality assurance is an essential element of school self-evaluation. The outcome of quality assurance will contribute to enhancing the quality of teaching and learning, improving pupil progress and levels of attainment.

At The Boswells School, quality assurance is also intended to identify training and development needs, ensure school policy is being implemented and to encourage reflection and innovation. Quality assurance should be open, transparent and supportive with an appropriate balance between line management and / or external quality assurance and individual / internal self-evaluation.

The following section provides clear guidance and protocols for the main types of quality assurance that are regularly used at The Boswells School.

Faculty Reviews

Faculty Reviews will be conducted once per academic year and will be undertaken by the Deputy Headteacher (Teaching, Learning & Progress) and other members of the Senior Leadership Team (SLT) in conjunction with the relevant Head of Faculty (HoF).

A Faculty Review will consist of:

- Mini self-evaluation form (SEF) completed by the HoF in the light of the previous review;
- Meeting between the link SLT member and HoF (and 2nd in faculty and HoDs where appropriate) and scrutinise data, outcomes, vulnerable groups and current and planned strategies for improvement (and their impact);
- Interviews with a range of students from each key stage;
- Climate Walks (see below) will provide the evidence for the remainder of the review.

The HoF will meet with the link SLT member to agree outcomes and priorities. The HoF will write a report with an action plan to respond to priorities identified. These will be presented to the Governors. Information taken from observations during the year may also be used. No additional lesson observations will take place during Faculty Reviews.

Quality assurance of Assessment and Feedback

Quality assurance of assessed work and feedback (work scrutiny) takes numerous forms and is conducted at several levels:

- Within faculty reviews (SLT/HoFs/HoDs/Key Stage leaders)
- Within Pastoral and Curriculum Executive meetings
- Calendared work scrutiny at subject leadership level (HoFs/HoDs/Key Stage leaders)
- Ad hoc in response to individual student's progress checks
- Standardisation before and moderation after key assessment points (HoFs/HoDs/Key Stage leaders)

- Data protocol following calendared data drops (HoFs/HoDs/Key Stage leaders)

This approach should ensure that the standard of student work is routinely checked and the assessment and feedback policy is followed.

Quality assurance of Homework

All homework is set using the Show My Homework programme. Each Head of Faculty will monitor the quality, suitability and frequency of Homework using the weekly monitoring tool. SLT Line Managers will also monitor routinely and at any time.

Line Management quality assurance of Faculty areas

The Line Management of Faculty areas by the Senior Leadership Team will involve regular meetings and department visits through the course of the academic year.

There will normally be one, formal meeting between the Head of Faculty and the SLT Line Manager each week or fortnight. These meetings will cover a range of items as well as plan or review Climate Walks or other quality assurance visits.

An annual calendar of meetings is likely to include the following items:

Examination results including ALPS analysis, transition/induction for each Key Stage, data collection, progress on development plans, management of capitation, latest release of RAISE online, preparation of Faculty SEF, progress towards and finalisation of Development Plans, Link Governor visits etc.

All meetings will seek to identify best practice and areas of development.

Lesson Observations

Strand a:

For the purpose of genuine pedagogical development, identified teachers, that by all other internal measures are judged to be regularly delivering good or better lessons, and identified by the Headteacher (or his nominated representative), will undertake the peer observation programme.

Teachers, in complementary pairs or triads will identify their own area of professional, classroom development and set these as targets in discussion with their triad peers. Members of the peer group then observe each other, focussing on this area, providing subsequent, informal feedback. Following feedback, targets may remain in place or be renegotiated.

The Boswells School provides this facility for observations so that good teachers can take risks in order to develop their teaching practice. Whilst records will be kept to ensure completion, teachers will not be professionally judged within this strand.

Strand b:

For the purpose of quality assurance and improving the quality of Teaching and Learning and for Performance Review, teachers will be formally observed up to three times per year. Formal observations may be conducted by any member of the SLT and or HoF/HoD. All staff conducting observation will hold QTS. In addition teachers may be observed for occasional focused reviews and drop-ins (see below). Exceptions to this are NQT's, trainee teachers, all staff subject to Ofsted inspections, staff in need of support* and other observation arrangements. A formal lesson observation is one which is pre-arranged and where notes and judgments are recorded and feedback is given to the teacher. These observations will be ungraded and followed by a subsequent developmental discussion in which targets are set.

Drop-in observations (Climate Walks) may take place at any time as directed by the Headteacher. In practice, these will be occasional with some prior warning to the teacher concerned, often with the direct involvement of the HoF. They will focus on a specific priority e.g. beginnings and ends of lessons, aspects of school / department policy, preparing for Ofsted-style inspections, Marking & Assessment etc. Detailed feedback will not be given to the individual class teacher as these drop-ins will be used to monitor consistency of practice across a Faculty or the school, rather than an individual member of staff.

The Headteacher may apply Strand a, or strand b in order to monitor the quality of Teaching and Learning and at any point in the academic year.

Timetable for observations

An observation may be arranged at any point in the academic year. Good practice should ensure that observations are spaced so that targets set following one observation have had sufficient time to be addressed before the next.

At least one observation should be conducted prior to the mid-year performance review meeting.

Quality assurance of Student Progress by Curriculum Leaders and Pastoral Staff

A key role for all staff is to monitor progress data in order to support students and to ensure target minimum levels/grades are achieved. The role for curriculum leaders is to monitor all assessment data and to ensure consistency across classes and progress towards student targets. Meanwhile, the Pastoral Team will establish a programme for quality assurance that is understood by all staff and which, in particular, responds to the data collection procedures of the school.

Heads of Year will oversee and, where appropriate, take a leading role in mentoring and intervention programmes which are targeted at specific groups of students. Heads of Year will establish programmes that ensure every student in their year group receives one to one feedback on their academic progress at least twice per year. One of these occasions should involve the Head of Year in meeting the student.

**Where issues of concern are raised during a formal observation, an additional observation/s will be agreed with the member of staff. This is a developmental process and is in addition to the three observations per year.*

Heads of Faculty will assess the amount of homework being set. Heads of Year will have systems for receiving feedback from the checks and will need to follow up areas of concern with parents and/or Curriculum Leaders as appropriate. A further focus for checking will be to ensure parents are signing planners as expected.

Role of Governors

Governors need to play an active role in the quality assurance of the development of the curriculum, schemes of work etc. and the attainment of groups of students.

A system exists for Governors to visit Faculty areas. This is arranged on a rota basis by the Headteacher, whereby two or three Governors will visit each Faculty for a half day once every two years. The focus for these visits will be progress on the Development Plan, the main outcomes of self-evaluation, classroom observations and meetings with students. It is also an opportunity to raise issues of concern to either Governors or to the Faculty.