

Quality Assurance Policy

Everyone at Budehaven Community School strives for excellence in the quality of education provided, so all can thrive. This is underpinned by consistent quality learning experiences for the young people we work with. At the heart of this is our curriculum intent: To empower young people to succeed in a competitive world. With this common aim, quality assurance of our day-to-day practice is vital so that everyone takes an active part in these quality learning experiences. This policy details the expectations of quality to be met, upon which excellence is based.

Information gathered through the QA process will be used collaboratively by the Head Teacher for multiple uses including accurate Self Evaluation; school improvement; and staff performance management. Much of the information collected will be qualitative and collated to evaluate the impact of our pedagogy across all Key Stages.

The assumption, prior to any activities involving QA, is that Teacher Standards are being met. If, following QA activities, there are concerns about the quality in particular areas and/or Teacher Standards not being met, there will be an opportunity to discuss an informal support plan. This will provide bespoke support for individuals based on their areas for improvement. Following this, further QA should show that baseline expectations are being met. If in the unlikely case that these are still not being met, then the formal capability process may be implemented.

QA evidence will be gathered using a number of different methods to evaluate the quality of education for young people at Budehaven Community School. A schedule for QA events is shown in Appendix 1. These include:

1. Informal learning walks by the Head Teacher, supported by governors, for the continual development of the school
2. Lesson visits by members of the Extended SLT and ML team during organised lesson visit fortnights^[1]
3. Book Scrutiny
4. Data analysis to support improvement
5. Staff voice
6. Pupil voice

The scope of quality assurance focuses on three quality of education areas:

1. **Curriculum Planning and Lesson Activities**
2. **Effective Assessment with Purpose**
3. **The Learning Climate**

1. QA of Curriculum Planning and Lesson Activities

Curriculum planning and lesson activities are necessary so that teachers know the “big picture” and precisely plan what will happen in lesson activities. These need to be well chosen so as to facilitate learning towards the end point. There is no particular format or evidence required for lesson planning.

Quality curriculum planning, quality lessons and quality learning activities must show the following considerations: Why is this subject content being covered (intent); how will this be achieved by all students (implementation); what children will do in the lesson; assessment of impact; and associated further planning.

The baseline expectations that will be quality assured are as follows (please also see Appendix 2 for further guidance):

- There is a coherent “big picture” curriculum plan for the department which teachers can articulate and use to plan specific lessons and lesson activities.
- Lessons are planned so that objectives for the lesson can be achieved by all student groups and ability groups.
- Lesson activities are well pitched to “teach to the top” and to stretch and deepen understanding/skill of all children

- SEN scaffolding, as communicated in Class Charts, is used effectively and judiciously implemented
- Support staff are used effectively and are actively directed in the classroom
- Pedagogical choices support teaching and learning. For example, cognitive overload mitigation strategies; facilitating-vocabulary exposition; knowledge retention strategies; and metacognition strategies.
- Staff share pedagogical approaches by discussion and hosting teachers in lessons (this will be supported by ML/SLT)

2. QA of Assessment with Purpose

Assessment and facilitating activities to improve students' responses are necessary to direct the deepening of understanding and to gain mastery of skills and knowledge.

Quality assessments and improvement activities:

- Are strategically set in order to assess individuals' and cohort progress towards targets.
- Should include both summative and formative assessments.
- Provide direction for lesson planning and to implement improvement activities.
- Allow accurate forecasting of end of KS4/5 grades

The baseline expectations that will be quality assured are as follows (please also see Appendix 2 for further guidance):

- There is a department Assessment Programme undertaken by all students. The programme must outline the purpose of each assessment activity; what the activities are; how they are to be taken; when they are to be taken; how the resulting information and/or data is to be used and where this is to be recorded. Line Managers will agree the Subject Leader's Assessment Programme and ensure it dovetails with the whole school assessment programme.
- The Assessment Programme and actions therein, are implemented effectively by teachers to form accurate forecasts.

3. QA of the Learning Climate

Getting the learning climate right, in terms of tone, ambience, pace and expectation, is paramount for successful lessons and learning to meet the overall objectives.

In a quality learning climate:

- Children feel safe and can thrive.
- Behaviour for learning is at least good with few and minor infringements of children disengaging.
- Are positive places where children believe they can successfully achieve high expectations.
- Lessons have clear goals, smoothness of transition and pace, so that preparedness/pre-emptive action reduces the chance of poor behaviour occurring

The baseline expectations that will be quality assured are as follows (please also see appendix for further guidance):

- Lessons and lesson activities are safely planned. Risk assessments are used where necessary.
- Praise is given often, verbally and in written form, and the teacher cultivates positive working relationships with their students. This will be assured by analysis of the Positive Points system in SIMS; by looking at the Communications Log for a selection of students; student voice; and when Lesson Observations occur.
- Stakeholders engage with Middle and Senior Leaders in overcoming challenges to building working relationships with students and families. It is understood that relationships can break down and that they take effort to build.

- The whole-school Behaviour for Learning system is used fully and each part of the process is implemented effectively.
- Children overcoming disadvantage are prioritised
- Lessons will meet the baseline expectations above so that pre-emptive action can be the mainstay of behaviour for learning where children can successfully meet high expectations around learning and behaviour.

4. Objectives QA Aims to Achieve

If the quality of education is high then it will lead to the following objectives being met. The quality assurance process described above will, itself, be evaluated against the following goals:

- a. Evidential coherency and quality delivery of the Curriculum Plan, and the ability of students and staff to articulate what learning is taking place, how it fits in the curriculum map and why it is placed where it is.
- b. Evidential coherency and delivery of each subject's Assessment Programme yielding accurate forecasting.
- c. Occurrences of positive behaviour increasing across the academic year.
- d. Occurrences of negative behaviour, as recorded in the whole school Behaviour for Learning system, reducing over the academic year, as relationships are built and high standards embedded.
- e. The Progress 8 estimate difference between students with SEN and those without, reducing over the academic year.
- f. The Progress 8 estimate difference between students overcoming disadvantage and those without, reducing over the academic year.
- g. The recovery of all pupils affected by the Covid-19 pandemic, and how this is being identified and tackled in and outside the classroom.