

## Policies and Procedures

<b>Title</b>	Quality Assurance Policy
<b>Associated Policies &amp; Support materials</b>	SET Appraisal policy, SET Capability Procedure / policy CAN Teaching and Learning policy, Homework policy, Marking, Assessment and Feedback policy; CAN Quality of Education Handbook.

REVIEWED: January 2026

NEXT REVIEW: July 2026

- 1. Policy Statement**
  - 1.1 Consistent monitoring and evaluation are an opportunity to recognise, evaluate and celebrate the quality of provision at the Academy.
  - 1.2 The Quality Assurance Policy is the tool used to carry out the process of consistently monitoring and evaluating the quality of provision at the Academy.
  - 1.3 The Quality Assurance Policy and its procedures provide opportunities to formulate actions to improve provision and outcomes so that we can achieve our vision of 'Every Child, Same Chance'.
- 2. Who does this policy apply to?**
  - 2.1 Senior Leaders, Leaders of Department, Progress Leaders, Pastoral Leaders, Teachers and LSAs.
- 3. Who is responsible for carrying out this policy?**
  - 3.1 Senior Leadership team and Leaders of Department uphold the policy and evaluate staff's adherence to the policy through lesson drop-ins and work scrutiny.
  - 3.2 Progress Leaders, Pastoral Leaders, Teachers and LSAs support one another to adhere to the policy by sharing good practice and working collaboratively during CPD and Coaching.
- 4. What are the principles behind this policy?**
  - 4.1 Our Academy vision is 'Every Child, Same Chance' – we strive for every child to have the same chance in life. We aim to enable all students to become the very best versions of themselves by providing exceptional education and opportunity in an environment of high expectation and aspiration. We recognise that quality assurance is a vital part of ensuring we achieve our vision.
  - 4.2 Quality assurance enables us to account for results and outcomes through evaluation of teaching and learning. We recognise that effective teaching and learning is arguably the most important aspect of school life that can make a difference to students' lives; therefore, monitoring and evaluation in relation to understanding how we improve results and outcomes is a vital aspect of our work.
  - 4.3 Quality Assurance acts as the vehicle for raising standards and improving quality by providing typicality data and information for the School Improvement Plan (SIP), which is gathered using Microsoft forms. Typicality data enables Senior Leaders to identify academy trends in teaching and learning so that we can share good practice, as well as identify targets and plan procedures for developing and improving through CPD and coaching.
  - 4.4 Quality Assurance acts as a vehicle for raising standards and improving quality by providing typicality data for Department Improvement Plans (DIPs). Typicality data enables Leaders of departments to identify department trends in teaching and learning so that they can share good practice within their teams, as well as identify team targets and plan effective use of department time to develop and improve in their subject area.

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- 4.5 Quality Assurance enables us to embed and maintain the CAN Core framework as the teaching and learning pedagogy in the academy, enabling us to share a language and method that will improve quality of provision for all our students.
- 4.6 Quality Assurance enables us to embed and maintain the CAN shared practices, enabling us to share a language and classroom strategies that will improve quality of provision for all our students.

## 5. Procedures

5.1 The climate of the academy and quality of teaching and learning is assured through **three processes**:

1. SLT Lesson drop-ins
2. LOD Lesson drop-ins
3. Work Scrutiny

5.2 **LESSON DROP-INS by SLT** - For efficacy, prior to lesson drop-ins, SLT use their Thursday meeting slot to plan, prepare and practice effective lesson drop-ins. This may also involve members of the SET central team accompanying SLT to support with reviewing and updating of the Academy SIP.

SLT are randomly allocated members of teaching staff to drop-in on via Steplab. This provides staff with the opportunity to gain fresh insight and feedback from different perspectives, allowing for a broader understanding of their pedagogy.

Prior to dropping into a lesson, the SLT member will give a minimum of 48 hours' notice within a two-week calendared window, and areas of focus will be given in advance via Monday briefing or email. There will always be three areas of focus: a CAN share practice / routine (e.g., silent entry routine); provision for the disadvantaged (class folders and CAN20); and one pedagogical area of practice (e.g., questioning / modelling).

When dropping into lessons, a member of SLT will stay for between 10-15 minutes. During this time, they will observe the teacher's practice and its impact on learning by watching, listening, and maybe speaking to students or looking at some books. This enables us to gather insights and reflect on how we can support staff and students to progress.

We aim to see all teachers across all subjects so that we can gather typicality data and effectively identify academy strengths and areas of development. However, staff on an ITT or ECT route are not included in our quality assurance process because they are supported by mentoring and the processes outlined by their external provider.

To support staff with developing their practice, feedback will be given in the following ways:

- Typicality data is used to inform the Academy CPD programme. Training may include, but is not limited to, deliberate practice of specific classroom strategies, scripting, redesigning elements of a lesson, reading and responding to educational research, collaborative planning of schemes of learning / lessons, and opportunities to observe or share best practice. Where an academy routine needs to be revisited by several staff, it will become a focus of our reciprocal coaching sessions.
- Public shout-outs, which is positive praise only, are published on Steplab to celebrate the good practice across the academy. All other feedback on steplab is confidential to the teacher.

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- Any personalised feedback, where issues or concerns are identified, will be given in a 1:1 conversation between the teacher and person who conducted the drop-in, and following this summarised in an email to provide clarity.
- Where issues / concerns in practice are recurring, and especially where this relates to established CAN routines, teaching standards or appraisal targets, it is expected that the person who conducted the lesson drop-in will inform the Assistant Head of Teaching and Learning and/or the appropriate line manager so that further support can be provided to the teacher.

**5.3 LESSON DROPS by LODs** – LODs are advised to drop-in one week prior to SLT so they can support and guide members of their team. For efficacy, LODs may sometimes conduct lesson drop-ins with the subject line manager so that we can ensure effective identification of good practice and areas of development, working collaboratively on department improvement plans.

LODs will provide 24 hours' notice of drop-ins and will have the same focus as the upcoming SLT drop-ins.

To support their teams with developing their practice, feedback will be given in the following ways:

- Generalised successes and areas of development will be shared in department meetings or via email as encouragement and support. This will also feed into department time activities and provide development opportunities, which may include, but is not limited to, deliberate practice of specific classroom strategies, scripting, redesigning elements of a lesson, reading and responding to educational research, collaborative planning of schemes of learning / lessons, and opportunities to observe or share best practice.
- Public shout-outs, which is positive praise only, are published on Steplab to celebrate the good practice across the academy. All other feedback on steplab is confidential to the teacher.
- Any personalised feedback, where issues or concerns are identified, will be given in a 1:1 conversation between the teacher and person who conducted the drop-in, and following this, summarised in an email to provide clarity.
- Where issues / concerns in practice are recurring, and especially where this relates to established CAN routines, teaching standards or appraisal targets, it is expected that the person who conducted the lesson drop-in will inform the Assistant Head of Teaching and Learning and/or the appropriate line manager so that further support can be provided to the teacher.

**5.4 WORK SCRUTINY by SLT and LODs** - A primary source of evidence for reviewing the impact of our curriculum and pedagogy is the work that students produce. Therefore, work scrutiny occurs every half term. SLT and LODs work collaboratively during LOD and line management meetings to review the quality of work being produced by students and reflect on the effectiveness of our curriculum designs, department lessons and resources and pedagogical practices so that we can continue to craft our implementation of the curriculum and ensure high attainment and progress for all students.

LODs are provided with two-weeks' notice of which year group the work scrutiny will focus upon, and the pedagogical area of focus (e.g. feedback or independent practice). LODs are advised to inform their team of the focus so that staff have time to prepare.

Through the course of the year, we will endeavour to strategically review the work of all year groups within all subjects and gain insight into the quality of work being produced by a variety of students according to gender, ability, and additional needs such as SEND, PP, EAL.

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To support departments and teachers with developing their practice, feedback will be provided in the following ways:

- Typicality data is gathered via Microsoft forms, and this is used to review and update DIPs (Department Improvement Plans), and inform development opportunities during department meetings, as per our lesson drop-in process.
- Any personalised feedback, where issues or concerns are identified, will be given in a 1:1 conversation between the LOD and teacher will be conducted, and following this, summarised in an email to provide clarity.
- Where issues / concerns in practice are recurring, and especially where this relates to established CAN routines, teaching standards or appraisal targets, it is expected that the LOD will inform the Assistant Head of Teaching and Learning and/or the appropriate line manager so that further support can be provided to the teacher.

**5.5 FORM TIME quality assurance** – senior leaders will monitor and track the implementation of the form time programme, including delivery of reading solutions, reading for pleasure, standards, attendance and SMSC / character development in half term 1, 3 and 5. This will be conducted in pairs with members of SLT and progress leaders on a rolling weekly basis with SLT visiting AM or PM form time for 5-10 minutes. This process is repeated in half term 2, 4 and 6 by Progress Leaders and the Pastoral Team. Typicality data is gathered via Microsoft forms and used to inform CPD opportunities during Tutor meetings and whole school meetings.

**5.6 SEND quality assurance** – implementation of the CAN20 and use of class folders containing seating plans and pupil support plans is monitored and tracked in half terms 2, 4 and 6, as part of our lesson drop-in process. As per the lesson drop-in process, typicality data is gathered via Microsoft forms and used to inform development opportunities on Inset days and whole staff CPD sessions.

In addition, SENCO and deputy SENCO monitor and track SEND provision in the base, SEND interventions, Forest School, and implementation of the nurture programme through a process of observation, student and staff voice to reflect on and improve the support offered to our SEND students.

**5.7 LITERACY quality assurance** – implementation of our strategies to drive improvement in literacy and reading ages is monitored and tracked in half terms 1, 3 and 5 as part of our lesson drop-in process. In addition, the academy leader of literacy will monitor implementation of reading strategies in form time, and through student and staff voice to reflect on and improve the support offered to our students. As per the lesson drop-in process, typicality data is gathered via Microsoft forms and used to inform development opportunities on Inset days and whole staff CPD sessions.

**5.8** Quality Assurance drives and informs what monitoring is required throughout the year. Therefore, it is realistic that targets and targeted action may evolve during the academic year.

## 6. Code of Conduct

**6.1** Everybody involved in carrying out this process, as outlined in 3.1-3.5, must adhere to the application of this policy and its procedures, with professional receptiveness to feedback and development.

**6.2** SET and CAN are keen to enable all employees to work effectively and develop their practice. Therefore, it is right and supportive to address issues when they arise, and address where patterns of developmental need are recurring.

**6.3** Quality Assurance and Appraisal processes assess capability on an ongoing basis during the whole of the employment relationship. Through line management and appraisal meetings, LODs / line managers may raise concerns in relation to an employee's performance, and an employee may raise any issues or barriers they face in achieving their objectives or meeting the requirements of their current role.

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- 6.4 SET and CAN seek to address and support performance issues informally via Line Management and appraisal meetings in the first instance.
- 6.5 Where an employee is falling below expected standards and this has not been sufficiently addressed through line management or appraisal processes, then the matter may transfer to the SET Capability procedure.

### 7. Policy Review

- 7.1 This policy will be reviewed annually through a collaborative evaluation process of policies and procedures by the Principle, Deputy Head of Curriculum, and Assistant Head of Teaching and Learning.