



Policy Title:	Quality Assurance Policy
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Member of Staff Responsible:	Assistant Headteacher (Quality of Education)
Approval level:	Headteacher
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Date adopted by governing body:	26/09/2024
Cycle of Review:	Annual
Date for next review:	September 2025

Change Record

Version	Date	Description of Changes
1.0	26/09/2024	New policy

Settle College promotes the safeguarding and welfare of children in its care; all policies support the "Child Protection Policy"

Overview

Quality Assurance at Settle College offers a systematic review of educational provision to maintain and improve its quality, equity, and efficiency.

QA should be firmly embedded and seen throughout the school as a developmental process, not a judgemental process.

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1. Appraisal

All staff will be quality assured annually through the appraisal process to determine the extent through which they are able to meet the targets below. The appraisal should carefully consider the CPD need of the member of staff, and this should be informed through the QA process.

1. A whole-school target informed by their Disciplined Inquiry CPD project (unless as personal/subject)
2. A subject-specific target
3. A personal target

2. Departmental QA

Alongside whole-school floodlight QA, subject leaders will complete an on-going evaluation of their department as part of their watching brief. This will be tailored for each department to suit the departments' needs at those times and may follow the outcome of floodlight review. QA may include a learning walk, work scrutiny, student voice or standardisation/moderation activity, with all evidence recorded on SISRA observe. Where possible, good practice for departmental QA would involve a collective approach to QA to ensure sharing of good practice between teaching staff.

3. Subject SEF

Subjects have an electronic self-evaluation folder on the subject leader team where all self-review documents will be uploaded. Feedback saved on SISRA observe from departmental and floodlight QA will be used to support subject leaders in analysing strengths and areas for development with their department. Once complete, SEF summary of all departments may then be used to inform strategic improvement via the CIP on 2-simple.

4. Whole-school floodlight

The floodlight process focuses on a particular key stage in school and offers a systematic review of educational provision within each department/faculty to maintain and improve its quality, equity, and efficiency. Over the course of the year, two dedicated floodlight weeks are allocated to each key stage in school, with each taking place via the following methods:

- a) Learning walks – paired subject leader and SLT link lesson observations lasting approximately fifteen minutes in length to review the quality of teaching and learning in line with evidence-based practice underpinned by Rosenshine's principles of instruction. Although no lesson gradings are awarded, teachers are offered individual verbal feedback by the observation team.
- b) Work scrutiny – A sample of books/folders from each class are checked for presentation, literacy, practice/progress, compliance with the curriculum, use of assessment, and student response to feedback.
- c) Student surveys/voice – Subject leaders carry out a series of questions to students within each class to offer insight into how they are supported to learn more and remember more by their teachers. In addition to this, a diverse sample of students who account for approximately 5% of the key stage are invited to complete an online survey to measure student experience.

All evidence observed across the week from the specific key stage within each department is then recorded on SISRA observe by both the subject leader and the SLT link via the following descriptors. Outcomes may be measured across each as either 'strength', 'secure', 'monitor' or 'develop'.

Floodlight review focus

This box includes the key areas of focus for the floodlight review. It will also indicate the staff and classes involved in the learning walks, although the feedback below will be generic across the department. We will also include information about key groups/classes/individuals from data analysis to support the observing staff in identifying specific areas of focus for this key stage in this department.

Floodlight review: Curriculum

This is an opportunity to evaluate the extent through which:

- a) There evidence that the department's curriculum intent is being implemented
- b) Pupils' knowledge is consistently, coherently and logically sequenced so that it can develop incrementally over time
- c) There is progression from the simpler and/or more concrete concepts to the more complex and/or abstract ones
- d) Pupils' work shows that they have developed their knowledge and skills over time
- e) The content of the tasks and pupils' work show that pupils learn a suitably broad range of topics within the subject
- f) Tasks allow pupils to deepen their knowledge of the subject by requiring thought on their part, understanding subject-specific concepts and making connections to prior knowledge?

Floodlight review: Literacy in pupils' work

This is an opportunity to evaluate the extent through which:

- a) There evidence of clear opportunities for pupils to develop their literacy skills during lessons (including reading, writing and oracy).
- b) The level of challenge/support appropriate for all
- c) Literacy errors in the pupils' work is corrected using the marking codes

Floodlight review: Adaptive teaching

This is an opportunity to evaluate the extent through which:

- a) There is evidence to show that teaching is adapted to suit the strengths and needs of all pupils in the class
- b) Staff systematically check pupils' understanding to allow them to adapt during the lesson
- c) Strategies such as modelling and scaffolding are used effectively
- d) There is evidence of opportunities to promote higher-order thinking for high ability pupils
- e) Where applicable, the communication between the teacher and TA support pupils' progress

Floodlight review: Practice

This is an opportunity to evaluate the extent through which:

- a) Pupils are regularly given opportunities to revisit and practice what they know to deepen and solidify their understanding
- b) Their work provide evidence that they can recall information effectively, showing that their learning is durable
- c) Misconceptions are addressed and is there evidence to show that pupils have overcome these in subsequent work

Floodlight review: Pupils' progress

This is an opportunity to evaluate the extent through which:

- a) There are effective strategies to check pupils' understanding, including through questioning
- b) All groups of pupils make strong progress from their starting points
- c) The knowledge students acquire are appropriate to their starting points
- d) There is sufficient challenge for pupils of all levels of ability

Floodlight review: Feedback and presentation

This is an opportunity to evaluate the extent through which:

- a) The frequency of feedback/marking in line with the policy
- b) Assessment stickers are used with feedback that allows the pupils to improve their knowledge and/or skills from the assessment
- c) Students are responding to the feedback appropriately and this included in their tracker/student learning guide?
- d) Pupils' work is presented neatly
- e) The school presentation policy (including CW, etc) is being followed
- f) Teachers are providing clear instructions around presentation, including where it needs to improve

Floodlight review: Attitude to learning

This is an opportunity to evaluate the extent through which:

- a) There is a positive climate for learning in the lesson
- b) Students are encouraged to have a positive attitude to learning, with strategies in place to promote this
- c) There are clear expectations for students' behaviour, in line with the behaviour policy
- d) Routines, including at the start and end of lessons, are embedded to support this

Student voice feedback

This is an opportunity to evaluate the extent through which:

- a) Student experience across subjects is strong based on feedback from questions around student experience in different areas
- b) Students feel safe and secure in lessons with a capacity to learn
- c) Students can articulate how they are supported to learn and feel confident in their capacity to make progress

Floodlight review: Governors' feedback

This section summarises the discussions with governors in the end of floodlight review meeting.

At the end of the floodlight week, subject leaders may then be invited to a governor discussion to share findings, whilst reflecting on their curriculum, assessment and feedback, adaptive teaching, enrichment, well-being and approach to behaviour

management. Outcomes from this discussion will then be included in the governor's feedback area on the SISRA observe form.

QA floodlight follow-up directed meeting time

Directed meeting time that immediately follows a floodlight week is then allocated to departments to allow subject leaders to share outcomes with their department/faculty from the week. Through the SISRA observe form, subject leaders can then complete a summary of the floodlight review to highlight strengths, areas for development, and actions as next steps. This should include staff involved, timescales for the actions and any monitoring that will be in place to measure progress. This could include linking the actions to department-specific CPD sessions and adding to their improvement planning and 2 simple.

The focus for the next floodlight review into the key stage should then use the outcomes as a basis.

5. Pastoral/Heads of Year

The fortnightly HOY meetings are with the Deputy Headteacher to discuss the ladder of intervention and support of key students.

The tutor monitoring walks will not be specific staff learning walks. They will allow information gathering specifically to year groups.

Pastoral student voice exercises will be completed by different methods such as Microsoft forms and interviews. They will be used to improve practices and procedures.

6. Parental QA

Parents and carers will be given questionnaires to complete during the timing of parents evening.

The parental wellbeing survey will be issued with support from the NHS trailblazers Bradford and Craven district team. Information from this QA will analyse the provision of SEMH support internally and externally.

7. SL/SLT link meetings

SLT Link meetings with link departments follow a common agenda to ensure consistency and a focus on the key priorities. They will include a discussion about QA to monitor the points discussed in the meeting (where appropriate), as well as reviewing previous actions.

Governance- on-going link meetings throughout the year with SLT and subject leaders. Link Governors review CIP with members of SLT on a half-termly basis but also check progress against the SIPs via Subject Leaders link meetings.

8. Improvement planning

All Subject leaders will continually review their Subject Improvement Plan through the 2-Simple improvement hub in line with the College Improvement Plan. This should be an on-going process, with clear evaluation and support for development.

9. Student progress

Assessment data will be uploaded into Arbor rather than department trackers to allow for more sharing of data with parents. This will also allow for analysis from Arbor about the students' performance in these assessments. Subject leaders will moderate all PR predictions to ensure they are consistent with the recorded assessment data.

10. Staff well-being

During the second week of each half term, feedback will be gathered to review the extent through which the workload and well-being of staff is being met. In addition to this, feedback from both union meetings and a well-being working party comprising a range of teaching and support staff will be used to support development in this area.

11. Observations

A tracking document will be used for all areas of QA to ensure that staff do not exceed the hours directed from union representation. Where possible, the number of observations will align with the specific needs and level of support of the member of staff to ensure this remains a developmental process. Consideration will always be made to ensure this does not place undue stress on the member of staff.

12. Disaggregated time

All teaching staff will be provided with 12 hours of disaggregated time that will be delegated throughout the year. Time is to be used to support development in an area of teaching that sits in line with their Subject Improvement Plan. Where possible, this should incorporate strategies to enhance their pedagogical content knowledge to alleviate misconceptions via either internal or externally provided CPD. Instructions of how to apply for externally provided CPD that requires a cost, and cover can be applied for through Every. To evidence how disaggregated time is used, Subject Leaders should complete the disaggregated table at the foot of their weekly meeting minutes document on Teams (see appendix 3).

Appendix 1: QA schedule 2024-25

	Autumn 1	Autumn 2		Spring 3	Spring 4		Summer 5	Summer 6
Appraisal (All staff involved)	Teaching staff: review & planning –25 th October deadline Teaching staff: Pay Committee – tbc		CHRISTMAS HOLIDAY	Teaching staff: interim appraisal review meeting – deadline 3 rd Feb		EASTER HOLIDAY		
	Support staff: interim appraisal review meeting – deadline 4 th October			Support staff: review & planning – deadline 31 st January			Support staff: Pay Committee – tbc	
Departmental QA (All staff involved)	On-going department QA, including learning walks, work scrutiny and student voice activities to focus on department-specific areas for development			On-going department QA, including learning walks, work scrutiny and student voice activities to focus on department-specific areas for development			On-going department QA, including learning walks, work scrutiny and student voice activities to focus on department-specific areas for development	
Subject SEF (Subject Leaders)		Complete 'SEF 1: Quality of Education'		Complete 'SEF2: Behaviour & Attitudes'	Complete 'SEF3: Personal Development'. Update 'SEF1'.		Complete 'SEF4: Leadership and management'	Review all sections of the SEF.
Whole-school floodlights (SLT & Subject Leaders)	7 th October – KS4 floodlight	11 th November – KS5 floodlight 2 nd December – KS3 floodlight		20 th January – KS4 floodlight	3 rd March – KS5 floodlight		28 th April – KS3 floodlight	
Pastoral (Heads of Year)	Fortnightly meetings to discuss key students and actions. Ongoing tutor monitoring walks			Fortnightly meetings to discuss key students and actions. Ongoing tutor monitoring walks			Fortnightly meetings to discuss key students and actions. Ongoing tutor monitoring walks	
Parents' QA	Open evening feedback – Main school 3 rd Oct / 6 th form 17 th Oct Year 7 parents' evening 7 th Nov, Year 10 parents' evening 28 th Nov			Options evening feedback 16 th Jan Year 9 parents evening 23 rd Jan, 6 th form parents evening 6 th Feb, Year 11 parents evening 13 th Feb, Year 8 parents evening 27 th Feb				
SL/SLT link meetings	9 th – 20 th Sept	9 th – 20 th Dec		3 rd – 14 th Feb	24 th March – 4 th April		12 th – 23 rd May	7 th July – 18 th July
Improvement Planning (SLT, Subject Leaders, LMs)		Review 2-Simple			Review 2-Simple		SLT: final review of all areas of CIP. SLs: final review of all areas of the SIP	CIP and SIPs written & approved by Governors. SIPs approved by SLT.
Student Progress (ALL)		PR1 (10,11,13): 12 th – 19 th Nov PR1 (7-9, 12): 3 rd – 10 th Dec		Mock results day: 11 th Feb	PR2 (10, 11, 13): 4 th – 11 th March PR2 (7-9, 12): 18 th – 25 th Mar			PR3 (7-9, 12) 24 th Jun – 1 st July Y10 & Y12 mock results on Arbor – 14 th Jul
Staff wellbeing survey	Second week of every half term	Second week of every half term		Second week of every half term	Second week of every half term		Second week of every half term	Second week of every half term

Appendix 2: Department QA watching brief 2024-25

On-going evaluation – “the watching brief 2024-25”

This watching brief should be completed to plan QA in response to the department’s needs and priorities at that time, in conjunction with the departmental data tracker. This may be informed from the outcome of a floodlight review. The focus of department QA can be used to monitor incremental progress between floodlight reviews, with details recorded both below, and on SISRA observe.

		Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
Whole school monitoring		KS4 floodlight 1 – w/c 7 th October	KS3 floodlight 1 – w/c 11 th November KS5 floodlight 1 – w/c 2 nd December	KS4 floodlight 2 – w/c 20 th January	KS5 floodlight 2 – w/c 3 rd March	KS3 floodlight 2 – w/c 28 th April	
Link meeting windows**		9 th - 20 th September	9 th – 20 th December	3 rd – 14 th February	24 th – 4 th April	12 th – 23 rd May	7 th – 18 th July
Departmental monitoring	Work scrutiny						
	Learning walks						
	Moderation						
	Student voice						
	SEF		SEF1: Quality of education	SEF2: Behaviour & Attitudes	SEF3: Personal development and SEF1 review	SEF4: Leadership & Management	Review all sections of SEF
Who is responsible?							

Appendix 3: Evidencing disaggregated time for teaching staff

Plans for disaggregated department time (12 hours):

Please record minutes of how disaggregated department time is being used within the department/faculty.

Date	Hours	Session lead by	In attendance	Meeting focus	Link to Subject Improvement Plan
	1hr			Lessons learnt	
				Raising Pedagogical Content Knowledge	