



SOUTH MOLTON
COMMUNITY COLLEGE
— supporting success —

Quality Assurance Policy

Prepared September 2017

Adopted by the Governing Body: Nov 2017

Review: Nov 2019

Quality Assurance Policy

Supporting Success

South Molton Community College (SMCC) is committed to safeguarding and promoting the welfare of children and young people and expects all staff, pupils and volunteers to share in this commitment. SMCC ensures high quality teaching, learning and assessment at all levels in order that all pupils achieve their very best. This high quality provision is promoted via the schools professional capital system.

Rationale: Quality Assurance

The role of this Quality Assurance policy and the actions that result from it are designed to ensure all pupils receive a high quality education throughout their time at SMCC.

- Our college will ensure that its pupils receive a high standard of education, that the pupil needs and expectations are met and that SMCC is a safe and caring environment.
- The standard of education provided and the methods of its delivery will be consistent and effective throughout our college and have at their core, the values of raising the aspirations and achievements of all our pupils, this is tied into the school motto of 'Supporting Success'.
- The college has a coherent structure for monitoring, evaluating and reviewing standards across the school via the professional capital system, clear job descriptions and monitoring of all staff in-line with the assessment calendar.

There is a self-evaluation element built into the whole school assessment calendar to support quality assurance.

Responsibilities

All members of staff have a responsibility for ensuring pupils receive an education of the highest quality (this is reflected in both teacher standards and job descriptions for responsibility holders). However, some staff and governors have specific responsibilities for aspects of quality assurance as set out below.

Governing Body:

- is expected to hold the college to account for both its statutory and non-statutory obligations.
- is informed the about the performance of the college and its successes and areas for improvement.
- participates fully in the strategic thinking and planning of the college.
- are informed of the outcomes of quality assurance through regular reports to the full governing body and its various sub-committees.
- Meet with subject heads at least once a term and feedback to the relevant sub-committee.

Principal:

- is accountable to the governors for ensuring that all areas of the school are engaged in systematic, worthwhile and rigorous quality assurance and self-evaluation.
- will use the outcomes of school and specific area self-evaluation together with external evaluations (e.g. GDSCP challenge visits) to identify areas of success and areas for improvement and plan for future strategic development via the strategic school development plan (SSDP).

SLT and ASLT:

- will fulfil the job description relevant to their position which includes quality assurance responsibilities.

- are accountable to the principal for setting up and maintaining systems for quality assurance.
- are accountable to the principal for quality assurance in the areas for which they have strategic responsibility. The role includes reviewing progress on improvement plans (PLAN), evaluating and analysing the standards reached and setting targets for future improvement.
- will undertake Progress Support Meetings that will include data analysis using Sisra.
- will undertake day to day evaluations, work scrutinies, learning walks and pupil voice evaluations.

TLT Teaching and Learning Team:

- will fulfil the job description relevant to their position which include quality assurance responsibilities.
- will deliver high quality CPD to all staff, through appropriate trainingschedules
- will complete staff appraisal to inform objectives for the year.
- will implement any bespoke 'staff support packages' as required.
- will deliver Teaching and Learning twilights, P5's Period 5's, teacher share sessions and professional capital training (both internal and external).
- will support staff with QA through learning walks, book looks, work scrutinies, student voice and data analysis

Curriculum Leaders:

- will fulfil the job description relevant to their position which includes quality assurance responsibilities.
- are accountable to their line manager for monitoring the work of their area/s of responsibility and providing objective evidence for quality assurance purposes.
- will keep records of their monitoring and make these records available to SLT leads as required.
- will support SLT in departmental reviews and evaluations.
- will undertake a review of pupils' work and teachers' assessment by sampling of work from each member of their team as required. Evidence from this monitoring should be available to support both departmental and school self-review and evaluation.
- should, on a termly basis see each member of his or her team teach on at least one occasion.
- will undertake a review of teachers' planning and record keeping by reviewing the lesson plans and mark books/ teacher records of each member of their team.
- will undertake a review of the outcomes of progress checks and reports as they occur in the assessment calendar.
- have a role in identifying inconsistencies in practice between different groups of pupils within their subjects.

Heads of House:

- will fulfil the job description relevant to their position which includes quality assurance responsibilities.
- are accountable to their line manager for monitoring the work of their area/s of responsibility and providing objective evidence for quality assurance purposes.
- will keep records of their monitoring and make these records available to SLT lead.
- should observe each tutor working with his or her tutor group during registration.
- will undertake a review of the outcomes of progress points as they arise and establish communication with parents and pupils, implementing intervention protocols.

- will monitor the attendance of pupils in their house by ensuring that the correct procedures are being followed by all pupils, tutor groups and tutors.

Exams Officer and Vice Principal Curriculum:

- will fulfil the job description relevant to their position which include quality assurance responsibilities.
- will ensure the courses offered meet the needs of the learners at our college.
- that Head of Department/Subject comply with the guidance of the examination boards they are linked with.
- that deadlines laid down both internally and externally are complied with.
- that any externally moderated/examined work is undertaken to the criteria laid down by the examination boards.

APPENDIX 1



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SUBJECT REVIEW

Subject:

The quality of teaching is:

(1 being outstanding to 4 being weak)	1	2	3	4
Grade: The quality of teaching				

I judged the quality of teaching to be ___ because:

Evidence:

The use of assessment to support learning is:

(1 being outstanding to 4 being weak)	1	2	3	4
Grade: The use of assessment to support learning				

The use of assessment to support learning is _____ because:

Evidence:

The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships is:

(1 being outstanding to 4 being weak)	1	2	3	4
Grade: The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships				

I graded this area _____ because:

Evidence:

The effectiveness of leadership and management in embedding ambition and driving improvement is:

(1 being outstanding to 4 being weak)	1	2	3	4
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Grade: The effectiveness of leadership and management in embedding ambition and driving improvement				
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The effectiveness of leadership and management in embedding ambition and driving improvement is _____ because:

Evidence:

The leadership and management of teaching and learning is:

(1 being outstanding to 4 being weak)	1	2	3	4
Grade: The leadership and management of teaching and learning				

The leadership and management of teaching and learning is judged to be _____ because:

Evidence:

The effectiveness of the governing body in challenging and supporting the subject so that weaknesses are tackled is:

(1 being outstanding to 4 being weak)	1	2	3	4
Grade: The effectiveness of the governing body in challenging and supporting the subject so that weaknesses are tackled is:				

The effectiveness of the Governing Body is judged to be _____ because:

Evidence:

Departmental Review

Review conducted by:

Evidence base:

- Departmental data
- Lesson observations
- Student interviews
- Leadership and management interviews

Key findings**Next steps**

A second departmental review will take place:

Appendix

Appendix2

SMCC Learning Walk Evaluation Form

Learning Walk Evaluation			
Teacher:		Subject:	Date:
Reviewer(s):		Reviewer(s) role: SLT HOF HOY HOS Other	
Purpose of review:		Please circle: Appraisal / QA / CPD / NQT training	
Please detail the focus of the learning walk:			

	Support Needed	Effective Practice	Exemplary Practice
Who are PP students? Provision?	<input type="range"/>	<input type="range"/>	<input type="range"/>
Behaviour	<input type="range"/>	<input type="range"/>	<input type="range"/>
Teacher Standards	<input type="range"/>	<input type="range"/>	<input type="range"/>
SMSC	<input type="range"/>	<input type="range"/>	<input type="range"/>
<input type="checkbox"/> Evidence of Marking/ Feedback	<input type="range"/>	<input type="range"/>	<input type="range"/>
<input type="checkbox"/> Learning Environment	<input type="range"/>	<input type="range"/>	<input type="range"/>
Engagement/ Relationships	<input type="range"/>	<input type="range"/>	<input type="range"/>
<input type="checkbox"/> Questioning	<input type="range"/>	<input type="range"/>	<input type="range"/>

Not Seen

Strengths:

Areas for Development:

Follow Up Required:

Cause for Concern:

Appendix 3



LEARNING OBSERVATION PROFORMA 2017-18

- A typical lesson observation should take approximately 30 minutes.
- Observers should spend at least 1/3 of this time speaking with students and undertaking work scrutiny in order to establish the impact of teaching and learning on the progress of pupils over time

Teacher:
Date:
Class/Set:

Observer:
Period:
Number of Students:

Reason for Observation:

T & L review

Performance Management

NQT Induction

Other

Subject: _____ **Lesson topic:** _____

Quality of seating plan (Mint Class)

meets minimum expectations: Y/N

Homework both recorded and completion tracked in 'Show My Homework'

meets minimum expectations: Y/N

What does the data for this group tell you about progress for each group given their starting point from KS2 scores?

(Please include; SEND / Disadvantaged / H-M-L attainers / Boys / Girls)

Other extenuating comments e.g. particular students achieved less well than expected across the range of subjects, attendance concerns, picked up group late, staff issues (e.g. illness) etc.

Lesson observation comments:

Evaluation

Strengths

1.

2.

3.

Areas of Development

1.

2.

3.

Teacher Comment:

Pupil Voice

Teacher expectations	Strongly Agree	Agree	Disagree	Strongly Disagree
My teacher encourages me and works hard with me so I can achieve				
I know what standard / grade / level I am at in this subject and what my target is and / or aware of how to find it				
Pupils' views about the work they have undertaken?	Strongly Agree	Agree	Disagree	Strongly Disagree
I enjoy lessons and find the work interesting				
I feel supported in my learning				
I learn new knowledge and skills in this class				
I am given time to practice / develop my knowledge independently and with others				
I am well prepared for Controlled Assessments / Tests / Examinations in this subject				
What they have learned from it?	Strongly Agree	Agree	Disagree	Strongly Disagree
I receive regular, useful feedback from this teacher about how I can improve my work				
My work is always well marked with personal targets for improvements				
I understand how to improve my work when targets are set				
I am given time to use my green pen to respond to teacher feedback?				
Can you show me pieces of work that have been assessed and have helped you improve?				
Their experience of teaching and learning over time	Strongly Agree	Agree	Disagree	Strongly Disagree
The teacher is very enthusiastic about their subject				
I have regular challenging homework that helps me improve my knowledge / skills				
Lessons are well planned and organised				
Any resources and support that are provided have been well matched to my ability				
The teacher manages behaviour in this class very well				
The teacher use the school behaviour system fairly and consistently				
I have a positive relationship with the teacher				
I feel safe in this lesson				
Any other comments regarding the Teaching and Learning in this class:				

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Observer Signature: Date:

Teacher Signature: Date:

Following the lesson observation please return this form to the teaching and learning team who will then record on BlueSky.

HOS/F Signature: Date:



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Faculty / Department Quality Assurance 2017-18

The responsibility for all faculty quality assurance is with the Head of Faculty or Head of Subject.

All TLR post holders within a faculty/department must have clear roles of accountability within the faculty with all subjects managed by the TLR post holders.

1. **Faculty accountability overview** Clear overview of roles and responsibility for all aspects of QA / Subject management within faculty. Faculty TLR management meetings and action points.
2. **Faculty examination review** An overview of trends / performance / groups analysis to inform action plan for subject pedagogy / CPD
3. **Faculty PLAN** Faculty overview of strengths and key priorities for development.
4. **Curriculum plan** A clear pathway of teaching for the academic years at key stage three and four should be available and consistently tracked to ensure the subject content is covered pre-exam. This should be available to line managers and governors.
5. **Subject Challenge Meetings** Overview of progress trends in faculty/dept. and actions to secure pupil progress where not on target. Engage with governor link.
6. **Faculty QA calendar** Overview of who/where/what QA will be taking place for the term and by whom – in-line with whole school assessment calendar.
7. **Faculty CPD overview** Completion of CPD data in Blue-sky evidencing how you are leading subject pedagogy.
8. **Faculty overview** Completion of faculty / department QA to include learning walks, book checks etc.
9. **Faculty Environment** overview of how the faculty environment / classroom display and environment is monitored to ensure an outstanding learning environment