

Reviewed: October 2022
Next Review: October 2023
Responsibility: MW

Bishop Challoner School



QUALITY ASSURANCE POLICY



Bishop Challoner School

Quality Assurance Policy

Aims

The purpose of the quality assurance system at Bishop Challoner School is

- To identify and share best practice within and amongst departments
- To identify the need for support and training amongst teachers
- To ensure school and department teaching and learning policies are applied properly
- To track pupil progress and inform stretch and challenge or intervention where applicable
- To support and inform the school inspection process
- To drive improvement in the school

The Role of Heads of Department/Subject Leaders

It is important that the Head of Department/Subject Leader works with his/her team to ensure Quality Assurance (QA) is carried out effectively and that the information and findings are used to inform teaching and learning. It is also important that all teachers are part of the QA process to encourage the sharing of best practice and to enhance CPD. It is the role of the Deputy Headteacher and Head of KS1 & 2 to ensure teachers understand:

- What constitutes an excellent lesson;
- How to scrutinise pupils' work;
- How to lead on pupil feedback;
- How to interpret data and respond to implications

In respect to this, explicit policies should be in place (for example, alignment with the whole school's marking policy), shared within the department and where necessary with pupils.

Departmental meetings and Teaching and Learning meetings should provide all staff with the opportunity for:

- Skills development;
- Sharing of good practice and resources;
- Discussion of strengths and development points identified from lesson observations, learning walks or other review activities;
- Discussion of pupil performance based on termly assessment results;
- Activities to ensure accurate teacher analysis of pupil current level of working and the importance of understanding and applying data.

Not all departmental QA processes have to be driven by the HoD/Subject Leader in isolation. Other colleagues can contribute to these activities as confidence and expertise develops, thus providing a valuable professional development experience.

Quality Assurance Portfolio

All teaching staff must keep a **Quality Assurance Portfolio**, which is used for recording all work completed in terms of

- Lesson observations / peer observation exercises
- Learning walks
- Coaching pairs
- Scrutiny of pupil's work
- Pupil feedback
- Exams analysis

These records may be stored electronically in a designated folder, if preferable to printed versions, as long as these can be made available to members of SLT or ISI if required.

A summary of the findings from quality assurance across subjects will form part of the discussion at the annual departmental review meeting. The proforma on the following page may be useful for keeping an overall record of quality assurance activities throughout the year, which can be referred to in preparation for review meetings.

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Example: Bishop Challoner School Quality Assurance Overview

Dept/Subject: English Department

Lesson observations	Learning walks	Pupils' work scrutiny	Pupil Feedback	Analysis of results/moderations
<i>Date:</i> <i>Year group:</i> <i>Teacher observed:</i> <i>Observer:</i>	<i>Date:</i> <i>Year group:</i> <i>Teacher observed:</i> <i>Observer:</i>	<i>Date:</i> <i>Year group:</i>	<i>Date of survey:</i> <i>Year group:</i> <i>Teacher:</i>	<i>Date:</i> <i>Exam groups:</i>
8 Jan XXXX Year 10 English Teacher 1. Head of English	2 March XXX Year 9 Head of English Head of KS1 & 2	5th Feb XXXX Year 10	12th February XXX Year 11 Head of KS3	August/Sept XXXX GCSE and AS/A Level XXX
Year 7A Head of English Headteacher	Year 11 Head of English Deputy Headteacher			January XXXX Y11 mock results
Year 8A Head of English Deputy Headteacher	Year 12 English Teacher 1. Headteacher			February XXXX Year 12 and 13 assessments

Quality Assurance Activity 1: Lesson Observations

Lesson observations are an integral part of the school's on-going self-review process and it is expected that teachers will be involved in lesson observations at the following times as required:

- Annual reviews
- Newly appointed teacher probationary periods
- HoD/Subject Leader evaluation of teaching and learning within their teams (informal)
- Early Careers Teacher (ECT) training
- As part of an ISI inspection
- The school's peer observation schedule
- Learning walks (short informal drop-ins by SLT and HoDs/Subject Co-ordinators)
- Coaching pairs

In their role, HoDs/Subject Leaders act as representatives of the Senior Leadership and have a right to 'drop in' to lessons in their department, to inform their monitoring of the quality of learning. These 'drop-ins' will not produce a grade or formal feedback, but should be used to ensure the Head of Department/Subject Leader is familiar with the practice of those in the department. Informal observations help to identify elements of excellent practice to share across the department or recognise where support may be needed.

Observations may be conducted in the form of learning walks (addressed in the next section), with or without a specific focus, or slightly longer informal observations. The subject proforma on the following page can be used to record observations during informal lesson observations.

If dropping in to observe a lesson for more than a few minutes, as a matter of courtesy, the teacher should be informed of this intention in advance.

It is expected that there will be at least one lesson observation and two learning walks per year plus a peer observation.



COACHING PAIRS

Date: Autumn Term (2)

Coaching Pair:

Area of Focus:

Evaluation:

Evidence and examples of Excellent Practice:

Targets:

Excellent Lesson Criteria

Teachers will deliver a consistently challenging and interesting lesson, stemming from excellent subject knowledge. The techniques and resources used, including new technology, will make a marked contribution to support, develop and challenge all pupils. Effective questioning and assessment strategies are used well to effectively check pupils' understanding throughout the lesson and intervene where necessary. High levels of collaboration and pupil-led learning are encouraged.

This might include:

- **Differentiated planning of tasks, outcomes and resources**
- **Starters are used to assess prior learning and engage pupils from the outset**
- **Objectives and expectations are shared with pupils**
- Modelling, success criteria are used
- Teacher shows awareness of the capabilities and needs of all individuals and groups of learners
- Tasks encourage pupils to develop a range of skills, including ICT, literacy, numeracy (as applicable)
- Collaborative tasks are thoughtfully planned and well-managed
- **A range of questioning techniques are used effectively**
- Assessment criteria is shared and utilised
- **Progress is reviewed during and at the end of each lesson**
- **Intervention is responsive based on effective assessment**
- Where ICT / technology is used it enhances the learning
- Homework provides pupils with opportunities to enrich and extend their learning

Pupils will show a strong sense of enthusiasm, active engagement and enjoyment. Pupils learn well both independently and collaboratively and take responsibility for their learning by evaluating their own progress accurately. As a result pupils know how to improve and respond well to constructive feedback from teachers and peers.

This might include:

- All Pupils are willing to contribute
- Pupils take pride in their work
- Pupils self-assess and set their own targets for improvement
- Dedicated improvement / reflection time
- Pupils can provide constructive feedback in peer assessment opportunities
- Pupils use a variety of learning styles
- Pupils work well in pairs / groups / individually
- Pupils are able to make choices about the way they carry out and present their learning
- Pupils identify 'next steps' in their learning
- Effective behaviour for learning
- Pupils appreciate the 'big picture' and the context of their learning

Learning will demonstrate that all groups have made good progress, and some have made exceptional progress, by acquiring knowledge, developing understanding and practising skills exceptionally well. The climate for learning will be very positive with pace and purpose to the lesson. Relationships are very positive with high expectations of all Pupils.

NB* This document sets out to identify some of the elements which may be seen in an excellent lesson, it is not intended to be used as a checklist and excellent lessons do not have to include all the characteristics above. However, those shown in bold do form the spine of an excellent lesson and should be used to inform planning and in making lesson judgements.



Bishop Challoner School

Lesson Observation (Observer)

Teacher	
Observer	
Date of Observation	
Class	
Period	
Subject	

1. Collect the lesson plan from the member of staff
2. Collect the context sheet from the member of staff
3. During the lesson, use an open evidence sheet for recording.
4. After the observation, complete your assessment and the feedback sheet – including a 'best fit' judgement of the lesson.
5. Copy the feedback and assessment sheet for the teacher in preparation for the termly Teaching and Learning Report. A copy will also need to be given to the Headteacher.

Lesson Context Sheet

School Context			
		Subject	
Group		Teacher	
Observation Date		Period	1 2 3 4 5
Class Profile (give number of pupils for each group)			
Total Boys		Total Girls	
Pupils on SEND Register			
Pupils on EAL Register			
Gifted and Talented Pupils			
Learning Context			
Previous Work:			
Notes on lesson (if appropriate):			
Work to be done next lesson:			

Pupils' academic and other achievements

A1 Exam results / attainment over time the change in their attainment levels over time, including evidence from externally standardised tests and examination results

A2 Knowledge, skills and understanding the development of their knowledge, understanding and skills across the areas of learning (linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education)

A3 Communication the development of their competence in communication (speaking, listening, reading and writing) and its application to other areas of learning

A4 Numeracy the development of their competence in numeracy and the application of their knowledge and skills in mathematics to other areas of learning

A5 ICT the development of their competence in information and communication technology and its application to other areas of learning

A6 Study skills the development of their study skills, including the ability to draw upon a suitably wide range of sources and to develop higher-order skills, including the ability to analyse, hypothesise and synthesise

A7 Academic and other achievements their achievements in scholarships and competitions, other academic distinctions, and success in sports, the performing and other arts

A8 Attitudes their attitudes towards learning, including their ability to demonstrate initiative and independence, their willingness to work collaboratively and the extent to which they take leadership in their learning

Pupils' personal development

P1 Self-understanding develop their self-knowledge, self-esteem, self-confidence, self-discipline and resilience, including an understanding of how to improve their own learning and performance, so that they are well prepared for the next stage of their lives

P2 Decision-making understand that the decisions they make are important determinants of their own success and well-being

P3 Spiritual understanding develop spiritual understanding and an appreciation of non-material aspects of life, whether religious, philosophical or other

P4 Moral understanding and responsibility for own behaviour distinguish right from wrong, understand and respect systems of rules and laws, and accept responsibility for their own behaviour, including towards others

P5 Social development and collaboration are socially aware and so are able to work effectively with others, including to solve problems and achieve common goals

P6 Contribution to others, the school and the community fulfil responsibilities and contribute positively to the lives of others within the school, including in boarding, the local community and wider society

P7 Respecting diversity and cultural understanding respect and value diversity within society, show respect for and appreciation of their own and other cultures, and demonstrate sensitivity and tolerance to those from different backgrounds and traditions

P8 Staying safe and keeping healthy know how to stay safe and understand how to be physically and mentally healthy, particularly in terms of diet, exercise and a balanced lifestyle

Lesson Observation Assessment Grid – Observer completes during lesson.

	Observer Comment – to include evidence-	Grade + Positive- AFD
Achievement- Subject knowledge Subject skills Application of knowledge/skills/understanding Achievement of different groups		
Learning Literacy/Speaking Numeracy skills ICT skills/ Reasoning/ Independence / Initiative/ Cooperative learning/ Application and Perseverance/ enjoyment, volume of work, presentation of work, use of resources Pupil outcomes: what progress is made during the lesson for all pupils?		
Teaching Enables progress, fosters application, teacher's knowledge, lesson planning, links to SOW, learning objectives, teaching methods, problem solving, pace, challenge, leadership, AFL, provision for different needs/ use of resources/ assessment informs planning/ encourages good behaviour/ application of knowledge		
Contribution to broader education		

Curriculum/ SMSC/classroom/ resources/ pastoral/welfare, links to community/British values/ diversity/ cultural understanding/relationship teacher/pupil		
Assessment Feedback to pupils/ helping pupils to understand how to improve against lesson and individual targets/ self-assessment against criteria/ next steps		

Overall outcome:

Professional Dialogue

Notable strengths in Teaching	How did this impact on learning ?
Features for development of Teaching	Features for development of learning
Recommended action for teacher	

Overall Grade (please tick)			
(1) Excellent	(2) Good	(3) Sound	(4) Unsatisfactory

Lesson Observation Prompts

Achievement

Are all pupils making progress?

Do pupils understand what they need to do to improve?

Is there appropriate challenge and high expectations?

Differentiation evident.

What new knowledge, skills and understanding are acquired?

Learning objectives achieved.

Those with additional needs are accommodated.

Learning

How well are the pupils engaged and motivated?

Pupils work at a good pace and productively.

Do all pupils participate?

Can the pupils judge if they have been successful?

How involved are the pupils in the lesson- active participation, group, paired work, working independently.

Opportunity for pupils to present, explain and question others about their work.

Pupils listen intently and remain on task.

Do pupils self-evaluate their work and take responsibility for their learning?

Show initiative, pose questions.

Have they made connections with previous learning?

Are pupils rewarded and praised?

Teaching

Clear aims and learning objectives provided.

Well planned and organised.

Is there appropriate use of ICT?

Use of probing questions to establish level of understanding.

Lesson is appropriately paced and finishes on time.

Set high but achievable challenges for all pupils and meeting their needs.

Appropriate intervention by the teacher to support learning.

Range of teaching methods used providing a variety of tasks/activities/resources.

Subject knowledge of the teacher is secure.

Does the teaching allow for effective learning and progress?

High expectations of behaviour.

Atmosphere is purposeful, positive and enthusiastic. Positive relationship/rapport with the pupils.

To be used alongside the school's 'Excellent Lesson Criteria' to help identify excellent practice and inform positive discussion following an observation.

Quality Assurance Activity 2: Learning Walks

Learning walks are used to gather valuable evidence for on-going departmental/subject self-review and to inform school self-evaluation and school improvement strategies.

Learning walks will be completed to gather evidence of the quality of practice in specific areas, e.g. Assessment for Learning. Members of SLT will carry out learning walks as part of the schools on-going self-evaluation in addition to those carried out by HoDs/Subject Co-ordinators as part of their departmental QA schedule.

All departmental/subject staff should be made aware of

- when Learning Walks will be taking place (week indicated, not specific lessons)
- what the particular focus will be
- how findings from the walk will be used and how this will be fed back to relevant groups

Feedback from learning walks carried out by SLT will be collated and shared with all staff.

On the following page you will find a Learning Walk proforma, which you should use for recording the findings of Learning Walks. In addition to comments on specific aspects of the lesson visited, examples of good practice should also be identified and that these findings shared across the department, providing developmental opportunities from each quality assurance activity.

Bishop Challoner School has an open door ethos and, although teachers would be advised in advance of any planned QA activities, members of staff may come into lessons without prior notice, notably during tours with the families of prospective pupils or other visitors.



Learning Walk- Lessons

Teacher..... Date..... Observer..... Subject..... Class..... Time.....

WWW

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EBI

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Pupil Book Check (Sample of 3)

Date	Pupil	Form	Condition of Book	Evidence of homework	Level of Pupil work	AFL	Quality of Marking and Feedback	Comments

Quality Assurance Activity 3: Pupil Work Scrutiny

The purpose of scrutinising pupils' work is to:

- **Identify pupil progression**
 - how far our pupils have progressed
 - the ways our pupils are making progress
- **Identify effective teaching and learning**
 - whether our pupils are provided with sufficiently challenging activities
 - whether pupils' work reflects a variety of learning opportunities
 - whether opportunities to develop pupil literacy are provided and addressed in teacher marking
- **Identify Assessment for Learning**
 - whether our pupils are involved in the Assessment for Learning process through self-assessment and peer assessment
 - to provide evidence that departmental and whole school marking policies are applied consistently
- **Monitor regularity and quality of homework and marking**
 - whether homework is set frequently and acts to promote skills development
 - whether pupils are provided with timely and appropriate feedback that aids their progress

Scrutiny of pupils' work will be completed to gather evidence of progress and the application of school/departmental policies e.g. effective feedback. Members of SLT will carry out scrutiny of pupils' work as part of the schools on-going self-evaluation in addition to those carried out by HoDs/Subject Leaders as part of their QA schedule. The areas of focus are applicable to all subjects although the criteria may be updated in light of changes to school policy.

Bishop Challoner School Scrutiny of Pupil Work

Quality Assurance Activity 4: Interpreting Data

A discussion on performance should take place between HoDs/Subject Leaders and the teachers in their department during Teaching and Learning and department meetings. These discussions will also feed into and provide evidence at exam analysis review meetings with the Headteacher and Deputy Headteacher.

The purpose is to:

- Identify patterns of success and underachievement
- Establish reasons for success and underachievement
- Implement appropriate strategies to raise attainment

The **Key Questions that HoDs /Subject and Junior Co-ordinators** should consider are

- Is each individual making progress?
- Is performance consistent or inconsistent with previous years
- Are some classes performing better/worse than others?
- How are different cohorts performing? (A*/A, A/B, C, SEN, G&T, EAL)
- What factors within the department are influencing performance?

In addition, **all teachers** should use performance data to identify

- Relevant cohorts / groups of learners within their classes
- Reasons for under/over performance
- Any concerns over specific pupils and raise these with their HoD/subject Co-ordinator/Preparatory subject co-ordinator/Deputy Headteacher/ Head of KS1/2 /HOS if applicable
- Possible intervention strategies to raise attainment

Exam analysis and assessment data can look at specific teaching groups and draw comparisons in pupil progress and attainment between groups and between subjects.

Quality of Data

Using data to evaluate progress, compare performance and to identify development areas or intervention groups relies on quality data. Externally verified results can be used wherever possible but the skill to provide accurate teacher assessments must be promoted and developed as a department exercise. At relevant points departmental meetings should be dedicated to the standardising / moderating of pupil work and providing training, as necessary, to ensure all staff develop their competency in this area.

Quality Assurance Activity 5: Pupil Survey

The purpose of taking account of the pupil survey is to help teachers find out a whole range of information about their subject, and then plan accordingly. Teachers/HODs may decide to carry out a pupil survey at any point throughout the year as part of their departmental QA schedule, in addition to that carried out by members of SLT as part of the schools on-going self-evaluation. Feedback from the pupil body towards teaching and learning initiatives, should also feed into departmental planning.

The following are prompts and possible areas of questioning to use with pupils:

- What they know and understand about the subject
- Where they feel they make good progress and where they don't
- Whether they feel that they are valued/listened to in the lessons
- Whether they are encouraged to take risks
- The difficulties they have and what they are doing to address them
- Whether or not they receive appropriate feedback
- Whether or not they feel comfortable about asking for help
- What helps them to learn better and why & what stops them from learning and why?
- What are their targets and how can the department help them to do better?
- What do the pupils need to do to move on?
- Learning opportunities/activities they would like to try out in the future

Any type of proforma can be used to collect pupil opinions and feedback providing it is accessible and unambiguous. Sample questionnaires for pupil surveys can be found on the staff department S drive in the folder named *Quality Assurance* then *Pupil surveys*.

Other Evidence to Support QA Procedures

Other evidence may be used as part of the Quality Assurance Portfolio to support judgements and provide evidence of intervention where it has taken place. It is expected that all teachers should keep accurate and up to date markbooks, but in addition, the following may also be useful:

- Evidence of attendance at coaching/support sessions/clubs
- Emails/phone calls with parents
- Minutes of meetings
- Revision programmes and workbooks
- Lesson plans
- Schemes of work
- Rewards
- Any other tracking mechanisms
- Departmental handbook