



# QUALITY MONITORING POLICY

**Presented to:**

**Governors' Sub-Committee (Curriculum and Standards Committee)**

**1 March 2022**

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Date reviewed: <sup>2</sup>	18 March 2025
Date of next review: <sup>3</sup>	Spring 2028

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<sup>1</sup> This is the date the policy was approved by the meeting

<sup>2</sup> This is the date the policy was reviewed prior to its approval above

<sup>3</sup> This is the date as set by the policy review clause or the date approved plus three years



## **Quality Monitoring Policy**

### **1.0 Introduction**

1.1 The College is committed to providing a high quality education to all students and to monitoring the quality of teaching and learning. We endeavour to create a culture where staff feel supported, informed and positive about their practice. We want them to feel comfortable with classroom visits, peer observation and curriculum conversations and for this process to be embedded in the school ethos. We aim to empower Curriculum Leaders to be confident discussing and supporting their teams as well as discussing their Curriculum.

### **2.0 Aims**

2.1 The aim of this policy is to outline the procedures and processes in place to evaluate and monitor the quality of teaching and learning at the College.

2.2 The school will strive to offer its students the highest standard of education.

2.3 The standard of education provided and the methods of its deployment will be consistent and effective throughout the school and have at their core, the values of raising the aspirations and achievements of its students.

2.4 The school will provide a coherent structure for monitoring, evaluating and reviewing standards across the school.

### **3.0 Responsibilities**

3.1 All members of staff have a responsibility for ensuring students receive an education of the highest quality. However some staff have specific responsibilities for aspects of Quality Monitoring as set out below:

#### **3.2 Trustees and Governors**

3.2.1 The Trustees hold the school to account for both its statutory and non-statutory obligations.

3.2.2 The Local Governing Committee (LGC), on behalf of the Trustees, monitors, comments and reviews all aspects of Quality Monitoring as part of their input into the strategic thinking and planning of the school.

3.2.3 Governors/Trustees are informed of the outcomes of Quality Monitoring through timely reports.

#### **3.3 Headteacher**

3.3.1 The Headteacher is accountable to the Trustees for ensuring that all areas of the school are engaged in systematic and rigorous Quality Monitoring and self-evaluation.

3.3.2 The Headteacher will use the outcomes of school and team self-evaluation together with external evaluations to identify areas of strength and weakness and plan for future school improvement.

### 3.4 SLT

- 3.4.1 The Senior Leader responsible for Quality Monitoring is accountable to the Headteacher for setting up and maintaining systems for Quality Monitoring and will feedback findings to all appropriate parties.
- 3.4.2 Each member of the Senior Leadership Team (SLT) is accountable to the Headteacher for Quality Monitoring in the areas for which they have strategic responsibility. The role includes reviewing progress on improvement plans, evaluating and analysing the standards reached and setting targets for future improvement.
- 3.4.3 SLT will undertake departmental reviews/regular line management.

### 3.5 Curriculum Leaders /Subject Coordinators

- 3.5.1 Curriculum Leaders/Subject Coordinators are accountable to their line managers for monitoring the work of their area/s of responsibility and providing objective evidence for Quality Monitoring purposes.
- 3.5.2 They will keep records of their monitoring and make these records available to SMT as required.
- 3.5.3 They will support the Department Review Process and ensure evidence is available to support school self-evaluation.
- 3.5.4 Curriculum Leaders will undertake a review of the outcomes of monitoring points for each year group. This review should be used to plan and implement interventions with teachers and/or students.
- 3.5.5 Curriculum Leaders have a role in identifying inconsistencies in practice between different groups of students within their subjects.
- 3.5.6 Curriculum Leaders should observe their team (with SLT support) through the regular cycle of Quality Monitoring.
- 3.5.7 Curriculum Leaders/Subject Coordinators should (with SLT support) support and challenge team members who are deemed to be in need of further support with regards to their lessons and/or marking, assessment, feedback and homework.

## 4.0 **Our Approach/Rationale**

- 4.1 There are three formal approaches to Quality Monitoring at Arthur Mellows as outlined below:

### The Department Review Process

Every two years each subject undergoes a Department Review which involves:

- A Curriculum Conversation involving Curriculum Leaders/ Line Managers and the Headteacher to discuss the intent, implementation and impact of the subject.(Typical questions to be placed in the appendix)
- A series of lesson drop ins (10-15 mins) within the curriculum area using the template (will need to add in the appendix) to focus on teaching and learning and implementation. Students may be spoken with if appropriate and not disruptive.

- A 'Book Look' at appropriate work and books where appropriate. (Sample template also provided in the appendix.)
- There may also be included a staff and/or student voice session.

Information is collated and a report produced in collaboration with the Curriculum or Subject Lead and the QM lead then shared with Line Managers and Teachers.

**Lesson drop ins are informal checks – they are not observations or graded. Where appropriate, SLT/Line Managers will share positive feedback or action points.**

**During Lesson Drop Ins – staff are required to present the visitors with a confidential copy of their seating plans with relevant data and annotated One Page Profiles on entry.**

Strengths and areas for development are then reviewed each year and Curriculum Leaders will address these when reviewing their curriculum and producing the Department SEF and Improvement Plans.

#### Curriculum Led Quality Monitoring

Curriculum Leaders of subjects which will not be receiving calendared Dept Reviews in an academic year will be required to use the calendared window to complete (with the assistance of Line Managers) their own monitoring. This will also involve:

- A curriculum conversation
- A series of lesson drop ins
- A 'Book Look'
- A report outlining the strengths and areas for development which should also be reflected in the Department SEF and Improvement Plans.

#### Learning Walks

Throughout the year, there are half termly calendared Learning Walk sessions. SLT will outline the focus for these each year depending on areas of relevant focus. Areas such as: Literacy, SEND, student engagement, sixth form lessons and Disadvantaged (Pupil Premium) students, for example.

These involve SLT/line managers/governors using the lesson template to drop in on lessons for 10-15 mins to look at the agreed areas of focus.

A report summarising strengths and areas for consideration are shared with SLT/Curriculum Leaders. Again, positive feedback to be shared at the discretion of the Curriculum Leader and visitor. Areas for development to be shared with Curriculum Leader.

#### Informal and Regular Quality Monitoring

Curriculum Leaders/Subject Coordinators should find other times across the year to quality monitor marking, assessment, feedback and homework as appropriate. This could be at department meetings where teachers could have an opportunity to moderate or to monitor the consistency of classwork/homework against the planned Scheme of Learning.

## Other Strategies for the Quality Monitoring of Teaching and Learning

The following monitoring and evaluation activities may also be used during the school year including:

- Learning Walks
- Peer or Joint Observations
- Review of schemes of learning or lesson planning with subject areas
- Student Voice/evaluation (Student Council surveys)
- SLT drop ins/support of key areas
- Department Self Evaluation and Improvement Planning
- Department Moderation
- Monitoring isolations and other relevant pastoral information (such as data held on MIS systems like SIMS or Bromcom to track behaviour or achievement.)

Staff can also request a formal lesson observation process if, for example, they are looking to evidence something for Performance Management Review or wanting to evidence the impact of CPD.

Peer observation as a tool for CPD is also widely encouraged. This is a non-threatening and non-judgemental process. It is also part of the support and development of staff as outlined in the Teaching Standards.

### **5.0 Policy Review**

5.1 The LGC will review this policy in line with the procedure for policy review.

#### 5.2 Date for Review

If no other reason for review, this policy will be reviewed every 3 years by the LGC.

Appendix 1

**Arthur Mellows Village College: Learning Walk / Drop in Form 2024-2025**

Observer	Subject:	Teacher:	Date:	Seating plans and one page profiles presented? Y / N
Does the lesson follow the scheme?	What formative assessment is being used to assess / check knowledge? (No hands, whiteboards, quizzes, other active strategies.)  How is learning being checked?	Are the students engaged?  Comment on behaviour.	Is Adaptive Teaching being used? How? (Questioning, tweaks to resources, different ways of scaffolding and supporting – I / We / You / Now / Next etc)	Have books / work been marked in line with School / Dept policy? (Including correct and reflect – purple pen) Y / N
Comment:	Comment:	Comment:	Comment:	Comment:
Can the students describe the intent of the lesson and / or the learning sequence? Y / N	How is the teacher supporting reading, writing and / or oracy in this lesson?	Reflection for HoD: (You may choose to share these with staff for feedback or coaching as relevant – to be discussed with line manager.)		
Comment:	Comment:	Areas of strength:  Action points – areas of development:		

## Appendix 2

### **Discussion about Curriculum Intent and design with the Head and SLT in charge of Quality of Education.**

- Describe your curriculum design and how you have shaped it. (talking through a document/nice visual map is the perfect starting point for this.)
- Talk through how a year group is designed.
- What about your provision for SEND – how do you ensure you provide equitable coverage?
- Are you satisfied with the current model? How do you know it is working?
- How does your understanding of knowledge and skills fit together?
- Finally – anything else you would like to signpost/celebrate?

### **Curriculum Leader Discussion Prompts**

- What deliberate action have you taken in planning your curriculum? (Basically a starting point to talk through curriculum map.
- Any golden threads/non negotiables that flow through the curriculum? What are your key concepts? Checking the sequencing – liked to talk about this a lot.
- How many lessons a week?
- Is coverage of the curriculum sufficient? How do you know you are covering the national curriculum well?
- Ks3 curriculum (or other key stage) – what key skills are there? Any themes you deliberately repeat through ks3 and why?
- How do you explain key concepts?
- Asked how the team changed their teaching approaches to support students – talked about plugging gaps. Different teaching approaches of the team or a house style – not worded exactly but close!
- Wanted further discussion on the connections between KS3 and 4 – primary connections or knowledge
- How do you approach key vocabulary?
- In terms of the curriculum in its current form – how long has it stayed like this? (Subtext – how frequently do you change/adapt it and why?)
- How many staff in your team?
- Is there a model of assessment in your subject?
- How well do your team adapt their lessons?
- How do you supervise/support that adaptation is taking place?
- Do subject leaders have the expertise to lead in their subjects?
- How have you been supported?
- What about your team? Their training and support?
- How do you spend your curriculum development time?
- Anything else – you want to share or celebrate that you are proud of?

Appendix 3

Year Group:

Subject:


AMVC MARKING AND FEEDBACK BOOK LOOK

		Focus 1		Focus 2		Focus 3		Final Comments	
Teacher:		Books / folders are available and marking is regular?		<b>The student has acted on feedback and responded clearly.</b> (Tick as appropriate and indicate which type of response is evident below.)		<b>Describe the style of marking demonstrated. What strategies are evident?</b> (Circle and add comments if needed)		<b>Presentation Literacy</b>	
Student Name:		Yes	No		Yes	No	Tick and flick		
				Purple pen			Grades / levels shared		
				Correct and reflect			Peer / self-assessment		
				Marking discussion			Use of stamps		
				Dialogue			Whole class feedback sheets		
				Evidence of redrafting			Simple target setting		
							Other		
		Focus 1		Focus 2		Focus 3		Final Comments	
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				Evidence of redrafting			Simple target setting		
							Other		
<b>SUBJECT REVIEW</b>									
<b>Strengths</b>					<b>Action Points:</b>				