



# QUALITY MONITORING POLICY

**Presented to:**

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

**1 March 2022**

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Date reviewed: <sup>2</sup>	1 March 2022
Date of next review: <sup>3</sup>	Spring 2025

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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.

### 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 SMT

- 3.4.1 The Senior Manager 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 Management Team (SMT) 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 SMT will undertake departmental reviews/regular line management.

### 3.5 Curriculum Managers/Subject Coordinators

- 3.5.1 Curriculum Managers/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 Work Scrutinies (see 4.2) and ensure evidence is available to support school self-evaluation.
- 3.5.4 Curriculum Managers 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 Managers have a role in identifying inconsistencies in practice between different groups of students within their subjects.
- 3.5.6 Curriculum Managers should observe their team (with SMT support) through the regular cycle of Quality Monitoring.
- 3.5.7 Curriculum Managers/Subject Coordinators should (with SMT support) support and challenge team members who are deemed to be ineffective with regards to their lessons and/or marking, assessment, feedback and homework.

## 4.0 **Our Approach/Rationale**

### 4.1 Lesson Observation

- 4.1.1 Three lesson drop in sessions will take place throughout the school year. An template will be used to record observations and it may vary depending on the focus of each drop in. This template will be shared with staff prior to the drop ins to support their preparation and inform them of key foci. This template will be used for feedback and to support class teachers. In addition monitoring reports will be created for SMT/Governors/Trustees.

#### Autumn Term

A 15-20 minute drop in negotiated with class teacher (but this may be directed if the foci is on a particular cohort eg classes with SEND students). Department focused where possible, observations to be carried out by Line Managers/SMT as appropriate. Students will also be questioned either within the classroom or at a

separate interview to discuss teaching and learning and marking, feedback, assessment and homework.

### Spring Term

A second 15-20 minute drop in negotiated with class teacher (but this may be directed if the foci is on a particular cohort e.g. classes with SEND students). Department focused where possible, observations to be carried out by Line Managers/SMT as appropriate. Students will also be questioned either within the classroom or at a separate interview to discuss teaching and learning and marking, feedback, assessment and homework.

### Summer Term

Peer observations, where staff work in groups of two or three. There may be a combination of staff choosing who to collaborate with or their may be a more directed approach if that was deemed appropriate. This will be a totally non judgemental, positive focused strategy where staff can work together sharing their strengths to support the development of others. The agreed focus will be done so in advance and shared with the SMT member responsible for Quality Monitoring. A record of the process/feedback will be kept.

#### 4.1.2 The main Focus of Observations will cover the following areas

- Learning and Progress over time
- Teaching
- Feedback and Assessment
- Attitudes to Learning and Behaviour
- Subject Knowledge
- Use of Learning Support Assistants
- Homework
- Teaching Literacy, Numeracy and Other Basic Skills

Plus any other foci that is deemed important by the SMT member responsible for Quality Monitoring.

#### 4.1.3 These drop in sessions and the peer to peer coaching model will not be graded. A comment about what made the lesson/ marking, assessment, feedback and homework effective will be recorded. A comment, where appropriate, will also be recorded if an aspect of the lesson/marking, assessment, feedback and homework is deemed to be either ineffective or in need of improvement.

#### 4.1.4 Staff can request more than one observation.

#### 4.1.5 Early Career Teachers (ECTs) are exempt from the process due to the nature of their probationary process.

### 4.2 Work Scrutiny

#### 4.2.1 Takes place formally twice a year (usually in the autumn and spring terms).

#### 4.2.2 Class teachers are required to submit evidence of students work, marking and feedback given to students and homework. Students will be selected by the Senior Manager responsible for Quality Monitoring.

Curriculum Managers/Subject Coordinators will complete the book scrutiny and complete the paperwork provided to record observations.

#### 4.2.3 Feedback shared with Heads of Department and SMT.

Curriculum Managers/Subject Coordinators should find other times across the year to quality assure marking, assessment, feedback and homework. 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.

#### 4.3 Other Strategies for monitoring the Quality 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)
- SMT drop ins/support of key areas
- Department Self Evaluation and Improvement Planning
- Department Moderation
- Monitoring isolations and SIMS information

### 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.