Quality Assurance Policy

Last updated: August 2021	Next review: August 2022
Ratified by: Julia Hammond (headteacher)	Date: August 2021

1. RATIONALE

1.1. It is essential that our students receive an education that prepares them fully for further education and the world of work and that they gain good qualifications. Providing a learning environment that maximises progress is our highest priority. The key features of this learning environment are:

- Knowledgeable teaching and support staff
- Well prepared and well delivered lessons
- An assessment system that is regularly monitored and evaluated
- Quality standards which are monitored and evaluated
- A culture of continuous improvement
- Confidence to manage change

1.2. A robust system of quality assurance provides the data that is essential for review at the individual, department and whole school level. Thorough evaluation of systems and performance provides the baseline for improvement. This policy identifies the various strands of quality assurance that the school uses to inform individual, departmental and school improvement.

2. POLICY OBJECTIVES

2.1. To ensure that all quality assurance activities are conducted in a manner that ensures the validity of the data collected.

2.2. To provide data that informs decision making at all levels of the school.

3. AIMS

3.1. To ensure that every individual knows that the lynchpin to quality is high expectations.

3.2. To use different quality assurance tools to provide data that informs the planning cycle.

3.3. To foster a learning environment where effective use of data drives improvements in both teaching and learning.

3.4. To develop the use of data to identify where improvement and intervention are required.

3.5. To develop the use of assessment criteria so that learners are able to accurately self-assess.

4. THE SELF REVIEW CYCLE

4.1. The pursuit of quality is a continuous process. Internal and external factors relating to the quality of provision are constantly changing. Quality systems, therefore, need to be dynamic.

4.2. We are committed to achieving excellence by a continuous improvement approach to the curriculum and student support services.

4.3. The process of monitoring, reviewing and evaluation is central to making improvements in provision.

4.4. The self- review cycle is drawn up each year in June/July by the Head Teacher. The self -review cycle identifies when, during the academic year, each self-assessment process

takes place. Self -assessment monitoring processes include:

- Annual assurance of SLT of teaching, learning and leadership
- Developing Good Practice Reviews (DGP)
- ECM reviews
- Work scrutiny
- Progress monitoring
- Exam analysis
- School targets
- Student targets
- School SEF
- Department SEF
- Department development plans
- School development plans
- Parent satisfaction survey
- Student satisfaction survey
- Behaviour
- Attendance

4.5. At the end of each academic year policies, procedures and proformas that underpin the quality assurance processes are reviewed and revised. Where there are significant changes, training takes place.

4.6. Clear targets are set for every individual at the start of the academic year.

4.7. Members of SLT and the Teaching and Learning team support and monitor members of staff in their self-assessment processes.

4.8. Members of SLT and the Teaching and Learning team support staff in the analysis of data and the production of reports.

4.9. The outcomes of self-assessment processes are reported to SLT.

4.10. SLT and Heads of Department will then use QA information to modify plans for individuals or groups and to plan and implement interventions.

4.11. QA data is used to identify areas for whole school, department, year and individual

development. This ensures that School Self Evaluation, CPD and Performance Appraisal are mutually supportive.