



**St Cuthbert's  
Catholic High School**

*Live life in all its fullness*

# Quality Assurance Policy

2020 - 2021

<b>Person responsible for Policy:</b>	Senior Leadership Team/SENCO
<b>Committee responsible for Policy:</b>	Quality of Education
<b>Date To Governors:</b>	November 2020
<b>Date Agreed:</b>	September 2020
<b>Review Due:</b>	September 2021 and annually thereafter
<b>Is this Policy to appear on school website:</b>	No

## Quality Assurance Policy

This quality assurance policy outlines our belief and commitment to ensure that ongoing quality improvement is an integral part of our organisation. St Cuthbert's Catholic High School will aim for continuous improvement in the quality of all aspects of its work as part of its determination to help learners achieve the highest possible standards

- St Cuthbert's Catholic High School aims to be the first choice for high quality education and training within its community
- 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 and of the school Mission statement and Vision
- The purpose of the Quality Assurance Policy is to ensure such continuous improvement through a process of self-evaluation and action planning.
- The Quality Assurance Policy and associated procedures will involve all employees and collaborative partners. The management of the process will be through the existing organisational structure. Line managers will initiate procedures within their departments and collate and agree self-assessment reports and action plans.
- The quality assurance procedures will be founded in a process of regular self-evaluation by staff in different departments and internal & external audits and observations.
- The quality procedures will seek the views and perceptions of learners at St Cuthbert's Catholic High School.
- Wherever appropriate, the procedures will promote the identification of quality standards and performance indicators against which performance can be measured, evaluated and improved for example OFSTED.

### Evidence of quality assurance

- Lesson observations
- Outcomes
- Internal assessments
- Tracking and reporting
- Progress dialogues
- Work scrutiny
- Findings of learning walks
- Senior leader monitoring
- Findings from surveys etc
- Performance management targets

## **Responsibility for Implementation**

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 assurance as set out below.

### **Focus of Quality Assurance Staff**

- To review regularly the performance, training and developmental needs of all staff through the operation of St Cuthbert's Catholic High School's annual review and appraisal scheme.
- Through the Continuing Professional Learning Plan, to offer training and development to individuals from Induction and throughout their employment.
- To monitor and evaluate performance and developmental needs through a series of observations both formal and informal.
- To monitor and evaluate the effectiveness of the training and development against St Cuthbert's Catholic High School's strategic goals.

### **Governors**

- The governing body is expected to hold the school to account for both its statutory and non-statutory obligations.
- One purpose of quality assurance is to inform the governing body about the performance of the school and its strengths and weaknesses.
- This enables Governors to participate fully in the strategic thinking and planning of the school.
- Governors are informed of the outcomes of quality assurance through regular reports to the full governing body and its various sub-committees.

### **Head Teacher**

- The Head Teacher is accountable to the governors for ensuring that all areas of the school are engaged in systematic and rigorous quality assurance and self-evaluation.
- The Head Teacher 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. External evaluations will include LA achievement and improvement meetings, finding from the ASSLit SIP, PP reviews and external partnerships eg ASH, AD.

## **SLT**

- Each member of SLT is accountable to the Head Teacher for QA 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.
- SLT will undertake bi annual reviews of the areas of responsibility
- SLT will undertake reviews of students' work, progress and teachers' assessments.
- DHT will meet with CLs on fortnightly basis to discuss department progress and highlight strengths and AFIs
- SLT will have an overview of the typicality of teaching as evidenced on the TL tracker.

## **Curriculum Leaders**

- Curriculum leaders are accountable to their line manager for monitoring the work of their area/s of responsibility and providing objective evidence for quality assurance purposes.
- Curriculum Leaders will meet with SLT and Link Governor (when appropriate) to discuss GCSE outcomes and Department improvement and action plans. This will take place in term 1a and then be reviewed in term 2
- Curriculum leaders will keep records of their monitoring and make these records available to SLT as required.
- Curriculum leaders will support SLT in Curriculum reviews
- Curriculum leaders will undertake a review of pupils' work and teachers' assessment by sampling sets of books from each member of their team as required by the QA cycle. Evidence from this monitoring should be available to support both Curriculum and school self-review and evaluation.
- Curriculum leaders should on an annual basis see each member of his or her team teach on at least one occasion. Please see PM policy and procedures
- Curriculum leaders will undertake a review of teachers' planning and record keeping by reviewing the learning file of each member of their team at least once a term.
- Curriculum leaders will regularly undertake a review of the outcomes of progress monitoring for each year group. This review should be used to plan and implement interventions with teachers and/or pupils.
- Curriculum leaders have a role in identifying inconsistencies in practice between different groups of students within their subjects.

## Heads of Year

- Heads of Year are accountable to their line manager for monitoring the work of their area/s of responsibility and providing objective evidence for quality assurance purposes.
- Heads of Year will keep records of their monitoring and make these records available as required
- Heads of Year will produce a Pastoral Improvement and action plan for Governors in Term 1
- Heads of Year should observe each tutor working with his or her form group during registration at least once each term.
- Heads of Year will undertake a review of the outcomes of progress monitoring for each form in their house communicating with parents and students, implementing intervention protocols.
- Progress clinics and academic meetings will be used to ensure that clear communication with school, student and parents regarding individual progress remains open
- Heads of Year will monitor the attendance of students in their year by ensuring that the correct procedures are being followed by all students, form groups and tutors.
- Assistant Heads of Year will meet once per fortnight with AHT PDBW and attendance officer to discuss and analyse the attendance data and strategising cohorts of students to intervene with.

## Procedure

The process of quality control requires all staff to meet on a regular basis to review their work, set standards and monitor learner perceptions and achievements.

- Quality control will be carried out against agreed criteria which will incorporate performance indicators.
- Statistical analysis will be carried out against agreed criteria which will incorporate performance indicators.
- Review will be supported by analysis of learner and staff views and perception, gathered via questionnaires, surveys and review meetings.

The outcome of these processes will provide information:

- To inform the process of St Cuthbert's Catholic High School self-assessment and development planning
- To action plan for improvement
- To highlight issues that need consideration by St Cuthbert's Catholic High School

Feedback on actions resulting from this quality review process will be communicated to staff via regular team and/or individual meetings. The outcomes and action plans which result from the process, will form the basis of the annual St Cuthbert's Catholic High School Self-Evaluation Framework.