



# Inspire Education Trust

Together we achieve, individually we grow

## Quality Assurance Policy

Blue Coat CE Secondary School

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**Policy Date:** January 2023

**Review Date:** January 2026

## Document History

Version	Status		Date	Author	Summary Changes
V1			January 2023	C. Taylor	

# Introduction

At Blue Coat Church of England School, our vision is "Living life in all its fullness". We exist to equip our students to 'live life in all its fullness' by providing excellent education, which is distinctively Christian and inclusive of all. At the heart of this education are the values of Care, Hard Work, Respect, Integrity and Servanthood, working Together for the good of all individuals, the school and wider communities. The conviction that we are created and sustained by God for living together in families and communities is at the root of our dedication to educating for life together.

## Aims

This policy aims to:

- Outline how we monitor the Quality of Education (Teaching, Books & Tutor Time)
- Outline how we will use external partners to inform improvements in the Quality of Education we provide

## Overview

We will monitor the effectiveness of Teaching & Learning across all areas of the school to ensure we are providing Blue Coat students with the highest standards of education possible.

Senior & Middle Leaders will monitor and evaluate the impact of teaching on pupils' learning through:

- Learning walks
- Book looks
- Reviewing the quality & consistency of marking/feedback
- Student voice including the School Council
- Pupil progress meetings through Head of Department Line Management meetings
- Parental feedback
- Lesson observations

Senior & Middle Leaders will monitor and evaluate the impact of the tutor programme through:

- Conducting tutor drop-ins
- Student voice including the School Council

## Learning Walk protocol

We believe that Learning walks help us to identify the department/strengths and area for development and can help us identify areas of good practice that can be shared across the school.

All Learning Walks will be:

- Carried out in an objective, fair, professional and supportive manner.
- Provide constructive departmental feedback that covers the strengths & areas for development department wide.
- Conducted by the HOD/Subject Lead/LM in order to monitor the Quality of Education seen in lessons.
- Calendared and HODs will inform staff of the specific day/time the Learning Walk will take place.

- Typically, only 10-15 minutes will be spent in the lesson and observers will hold conversations with pupils whilst looking through their books.
- Varied in terms of the frequency in which an individual member of staff may be seen based on the schools needs at that time.
- At the next opportunity HODs will provide verbal and possibly written feedback to the department.
- Individual verbal feedback will be given to colleagues where a concern has been seen.
- Where there are specific concerns around an individual member of staff please refer to the Appraisal Policy.

### **Lesson Observation Protocol**

On occasions it will be necessary to conduct a lesson observation for example;

- Evidence towards meeting teacher standards for trainees and ECT's.
- Colleagues on an appraisal support plan.

The purpose of formal observations is to assess the teacher's performance and progress against their objectives and the relevant standards. We will consider the teacher's workload and individual circumstances when determining the number of formal observations.

For example, early career teachers (ECTs) and less experienced teachers who have recently started at the school will receive a number of formal observations to establish their strengths and areas for development.

- Generally, verbal feedback will be given within 48 hours wherever possible
- We will use all reasonable endeavors to provide written feedback within 3 working days.

Additional lesson observations will take place if:

- The teacher requests them
- There are concerns that the teacher's performance is not in line the Teaching Standards
- The teacher is subject to support plan or formal capability proceedings

The above protocols will still apply to these additional observations.

### **Analysis and Evaluation**

After each quality assurance cycle the data will be analysed, and shared with HOD's and SLT. Whole school reports will be produced with appropriate actions. HOD's will use data from quality assurance to provide bespoke departmental CPD and support as appropriate. SLT will utilise this information to inform changes in the schools CPD or Coaching programme to further enhance the Quality of Education across the school.

### **Concerns about a teacher's performance**

A Quality assurance episode may highlight that a teacher is having difficulty and requires extra support. The nature of the support will be based on the individual's circumstances. Any concerns identified will relate back to a Teaching Standards. The concerns may be of a nature that would involve support through a support plan. In these cases, refer to the Appraisal Policy.

### Visits from External Advisors

To support us with working towards areas for development identified on our school development plan it may be deemed necessary for us to deploy external advisors. To monitor and evaluate progress advisors may conduct the following:

- Deep dives
- Learning walks
- Book Look
- Reviewing marking and feedback
- Staff Voice
- Student voice (School Council)
- Parent feedback
- Analysis of data
- Review of key documentation
- Lesson observations

### Links with Other Policies

The policy should be read in conjunction with our Appraisal policy.

The Appraisal policy will be used when a QA episode highlights that a colleague is experiencing difficulty and requires additional support.

Reviewed by: Clare Taylor January 2023

Next Review Date: January 2026

Approved by Governors:

Signed:

*V. Shelley*

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Victoria Shelley  
Headteacher

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Chair of Governors