

BOURNE COMMUNITY COLLEGE



Aspiration, Innovation, Motivation

Quality Assurance Policy (Teaching and Learning)

September 2020

(Next review July 2021)



Our Mission:

To ensure every student achieves great outcomes to flourish and be successful

To have high expectations of all staff and students

To respect those in our community locally, nationally and internationally

Our Vision:

To be the school of choice and the Learning Hub for the locality

Our Values

Our values respect the charter of the UNICEF rights of the Child and our Bourne ID mirrors this.

We gained GOLD status as a rights respecting School and are building on this great achievement.

Our strap line:

Aspiration, Innovation, Motivation

"The best interests of the child must be a top priority in all actions concerning children" Article 3 – UNCRC

"Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment" Article 29 - UNCRC

Person Responsible for Policy: Alice Hardwick, Assistant Headteacher for Teaching and Learning.

Date Approved by Governing Body: TBC

Date of Last Review: September 2020

Next Review Due: September 2021

Aims:

- To improve students' progress and achievement through provision of high quality teaching and learning opportunities.
- To ensure consistency of high quality teaching and learning across the school.
- To ensure that all students are given equal opportunity to achieve their full potential.

This policy is based on our core values:

Aspiration: At Bourne Community College we are regularly reviewing our practices and performance to ensure our effectiveness in all areas. We have high aspirations for students' progress and achievement and our Quality Assurance procedures aim to embed these.

Innovation: At Bourne Community College we are committed to ensuring best practice through proven effective Quality Assurance procedures.

Motivation: At Bourne Community College we use Quality Assurance in a rigorous manner to motivate staff and students to consistently aim for their full potential.

Our framework for Teaching and Learning Quality Assurance is as follows:

All classroom staff will regularly review and evaluate their practice through:

- Continual day to day reflection on the effectiveness of their practice
- The evaluation of relevant data
- Departmental meetings with their curriculum leader
- Performance management meetings with their curriculum leader

Middle leaders, extended leaders and senior leaders will regularly review and evaluate the practice of staff through:

- **Learning Walks-** These take place on a timetabled half-termly basis. Their primary purpose is to help teachers develop their core role of maximising progress for every students. They will be treated as confidential discussion points between the member of staff conducting the walk and the member of staff observed. Feedback is given in the form of a discussion with the member of staff at a mutually agreed time and written feedback is provided electronically through a password-protected document which is also accessible to line managers.
- **Book Looks and Work Scrutiny-** These take place at regular intervals and are carried out by different parties. They can be spontaneous as part of a learning walk, in which case feedback is provided as part of the learning walk procedure. They can also be organised with notice given to staff, in which case feedback is provided as follows:
 - **Senior Leader Work Scrutiny:** Generalised departmental written feedback is provided to Curriculum Leaders for dissemination and discussion with team members.

- Teaching and Learning School Leaders Work Scrutiny: Generalised departmental written feedback is provided to Curriculum Leaders for dissemination and discussion with team members.
 - Curriculum Leaders Work Scrutiny: Feedback might be provided verbally or in written format. Work scrutiny might take place as part of a departmental meeting, in which case all team members will take part in the process and the development that follows.
- **Curriculum Planning Scrutiny**- These are conducted as part of Line Management meetings between persons responsible for curriculum planning and programmes of study and their Line Managers.
 - **Analysis of Students' Learning and Progress**- These are conducted as part of the school's RAG meeting schedule and Line Management meetings. They are also conducted by Senior Leaders, Extended Leaders and Middle Leaders at appropriate points (such as the Autumn Review process) in order to support staff to ensure student progress. Leaders will use Most Recent Assessment data and Forecasting data alongside FFT Aspire and other data tracking procedures to evaluate performance.
 - **The Appraisal process** is documented online on BlueSky as per the Appraisal policy.

All information gathered from Quality Assurance should be used to inform Self Evaluation of both the school and departments. This is collated in the SEF documents which should be working documents, updated in line with school policy. See Appendix 1.

Additional specific procedures that are part of the Quality Assurance procedure might include:

- Additional observations of colleagues at work, including peer observations
- Student work samples
- Reviews of departments or individuals by external consultants/ professionals
- Team, thematic or Whole School Inspections carried out by OFSTED or HMI
- Student Voice
- Parental Voice

Underperformance that is identified as part of the Quality Assurance process is made clear to individuals and/or departments. A number of actions may be put into place in this case:

- Coaching by a mutually agreed member of staff.
- Follow-up focussed observations with a specific focus.
- An individualised informal action and support plan (time limited).
- Capability proceedings.

All Quality Assurance procedures are carried out in line with the Appraisal Policy.

All Quality Assurance procedures should inform continuing professional development provision for staff.

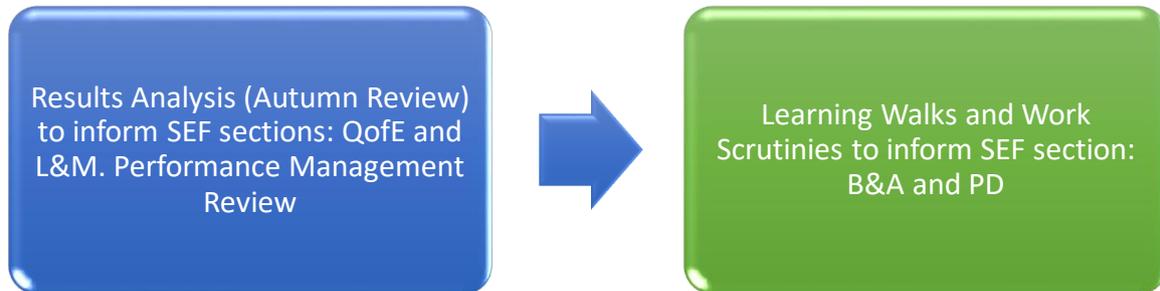


Appendix 1:

Typical SEF process for Curriculum Leaders

This should be carried out in close conjunction with the whole-school SEF and whole-school priorities should feed into departmental SEFs.

Autumn Term:



Spring Term:



Summer Term:

