St Alban's Catholic High School

Quality Assurance Policy

Approved by Pupil Committee: 25 February 2019

Recommission Date: March 2022

Section 1   The purpose of Quality Assurance (QA)

1.1   The process of Quality Assurance is integral to the success of the school in maintaining standards, improving our practice in teaching and learning and raising student achievement. It gives us a structure for a continually improving, consistent set of standards. Every member of the school community needs to be involved in our self-evaluation including staff, students, governors and parents.

1.2   The aims of the QA policy;
- To create a culture of self-evaluation and a consistent system of effective Quality Assurance in the school in order to meet set standards of attainment;
- To involve the whole school community in a developmental, forward-looking programme of self-evaluation;
- To ensure the areas of trust, openness and support existing within the school are maintained and developed and that agreed procedures are followed;
- To ensure that plans are implemented and targets achieved, particularly those of the School Improvement Plan;
- To ensure that we are able to monitor our work against appropriate success criteria;
- To support staff and to improve the effectiveness of teaching.

Section 2   QA within St Alban's Catholic High School

2.1   Five main areas of Quality Assurance

- Departmental Self Evaluation via drop-ins and work scrutiny;
- HoD & SLT analysis of Departmental results, including FFT/ALPS data;
- SLT analysis of Bluesky reports on quality of teaching
- Departmental Review
- Faculty Heads fortnightly meetings with SLT Line Manager

Each of these enables us to gain different perspectives on the life and work of the school and to monitor the consistency of our practice. This, in turn, informs our SEF and SIP. It points the way to improve student performance and achieve best outcomes. It may also inform Performance Management dialogue.

2.2   Departmental Self Evaluation
This is the main vehicle of the Quality Assurance structure. Heads of Department are responsible for the smooth running of their departments and the success of their students within their subject. Heads of Faculty have oversight with Heads of Department to regularly monitor targets, evaluating their effects on teaching and learning and using this analysis to guide further improvement. The process includes:

- Carrying out lesson observations of all staff delivery in their area of responsibility, regular monitoring of lesson planning, marking, homework (SAIL) and book sampling;
- Analysis of data using software such as SISRA
- Reviewing schemes of work to ensure that they meet statutory guidance and examination board specifications;
- Analysing results, targets, ALPS grades and data from Interims, and following this up at Department Meetings;
- Producing Departmental Improvement Plans that reflect the direction that the department needs to take to meet the needs of the SIP and ensures teaching and learning reach high standards;
- Discussing departmental developments and achievements with SLT Line manager;

2.3   SLT Moderation of Departments

Communication between the Head of Faculty and their SLT link is central to the monitoring of departmental progress. Through this we can:
- Ensure that Heads of Department within their line management teams are accountable for the smooth running of their departments;
- Ensure that lesson observations of all staff delivery in their area of responsibility, monitoring of lesson planning, marking and homework (SAIL) have been undertaken and that SLT are aware of any concerns;

- Evaluate book sampling reports from HoDs;
- Evaluate analysis of subject results and interim data within departments;
- Evaluate subject area development plans to ascertain whether the planned developments contribute to improved attainment and reflect whole school plans.

2.4 Departmental Review

Full departmental reviews will continue to be carried out where a need for support is identified or when concerns are triggered following the publication of examination results and/or FFT data. This will normally be carried out by an external colleague with the relevant knowledge and experience and will typically consist of the following:

- Carrying out drop-ins of a variety of lessons;
- Discussing assessment and feedback within the department;
- Analysis of results, targets, ALPS grades and EFG data;
- Meetings with the SLT line manager, HoD and second in department where relevant;
- Student voice panel discussions;
- A written report summarising findings and outlining action points to be followed up with the department SLT link.

Section 3   The role of stakeholders within the process

3.1   Role of Subject Teachers

- To ensure that lessons are delivered to a high standard that meets the needs of all students;
- To produce appropriate lesson planning that caters for the needs of all those within the group;
- To mark work in line with the school's feedback policy;
- To set and mark SAIL (homework) in line with school policies;
- To monitor targets of students and be aware of appropriate data relating to individual students, in particular vulnerable students;
- To report on students accurately in interims, at consultation evenings and in other report processes.

3.2   Role of Heads of Department

The Head of Department should:

- Carry out lesson drop-ins of all staff delivery in their department;
- Monitor, via Bluesky, the overall quality of teaching across their department – addressing weaknesses where necessary;
- Regularly monitor assessment, feedback and SAIL;
- Check exercise books and review the marking of classwork and SAIL work in line with school policies;
- Review schemes of work to ensure that they support and underpin curriculum delivery well;
- Analyse results, targets, ALPS grades and data from interims and follow this up at Department Meetings;
- Produce Departmental Improvement Plans that reflect the direction that the department needs to take to meet the needs of the whole school SIP, and ensures teaching and learning reach high standards;

3.3   Role of Governors

- To make regular visits to the school and lessons in line with the Governor Monitoring Policy
- To feedback to the Headteacher their findings from their visits;
- To act as a "critical friend" when presented with quality of teaching evidence.

3.4   Role of Parents

- To complete evaluation questionnaires;

- To attend events relevant to monitoring student progress to support learning at school and at home (such as Consultation Evenings, Option and Curriculum events);
- To inform staff of the effectiveness of school systems, through the appropriate channels of email, letter, telephone call or visit, in order that they may be reviewed.

3.5   Role of Students
- To take advantage of opportunities to share their views about the school through student council, student panel or house based activities;
- To take part in any review surveys of student satisfaction;
- To discuss the impact of teaching on their learning with staff and parents to improve the chances of success for themselves and their peers.

Signed by D. Verney, Chair of Governors:

Date: