



Quality Assurance

Rationale

- The best way to ensure high quality provision is to monitor regularly and identify any areas that require improvement.
- The purpose of monitoring is to ensure that the quality of provision for all children is at least good.
- Monitoring should be continuous and ongoing, rather than at specific times.
- In-school monitoring is the most important as it is diagnostic, encourages improvement and is used to share good practice.
- External monitoring will be carried out by the SIP (3 times a year), Peer Review (once a year) and Ofsted (every 3-5 years). This should reinforce the findings of in-school monitoring and not be a surprise.

Learning Walks

- Members of SLT will carry out informal learning walks every week.
- A Learning Walk can involve walking through a classroom / teaching area, or staying for up to 15 minutes to watch a specific lesson.
- Notes may be kept of Learning Walks that will be used to inform future actions of SLT.
- Feedback from Learning Walks may be given as whole school feedback.
- Individual feedback will be given either where outstanding practice has been observed or when the observer identifies an area for development.

Book Scrutiny

- To share good practice, Book Scrutiny will involve the whole staff at least once a term. All staff will be invited to give feedback (positive and negative)
- Subject Leaders will carry out Book Scrutiny once a term by sampling work from across the whole school.
- Following any scrutiny, teachers will be given written feedback with areas for development and strengths. Feedback will be revisited to check progress.

Planning Scrutiny

- At Rossmere there is no standard planning format – all teachers plan in the way that helps them to deliver outstanding lessons.
- Planning should be available in the classroom at all times – any member of SLT or subject leader should be able to view it easily during Learning Walks etc. This should be well organised in a planning file.
- Should there be a concern about work in books, classroom management or quality of teaching, planning will be scrutinised in more detail.

Lesson Observations

- Formal lesson observations will be planned in advance with notice given.
- Lesson observations will be 30 minutes long (minimum)
- Should concerns be raised by Learning Walk, Book Scrutiny, progress data or classroom management issue, then a formal lesson observation will be planned.

Pupil Progress

- Target Tracker will be monitored on a regular basis by the SLT (at least half termly).
- Where progress seems to be slow or anomalies are identified on Target Tracker, further investigation into the data will take place.
- Pupil Progress Meetings will be held in January, March, and July. These will discuss any issues identified on Target Tracker.
- Moderation of assessments will take place in teams every term to ensure evidence matches Target Tracker assessment.

Pupil / Parent Views

- Views of parents will be collected formally through questionnaire on a regular basis (Survey Monkey online surveys will be used and an annual written survey)
- Views of pupils will be collected informally through discussion with SLT.
- Any complaints from parents or pupils will be investigated professionally and discreetly.

Teachers Performing Well

Using the range of monitoring listed above, the headteacher will identify all teachers who are performing well. They will be following the Performance Management Policy and will be assessed each year for pay progressions etc.

Teachers Causing Concern

Using the range of monitoring listed above, the headteacher will identify any teacher whose performance falls below 'good'. They will be provided with a package of support on an informal basis and monitoring will be increased by SLT.