



Castle View
Enterprise
Academy

Quality Assurance Policy

Author's Name	Miss R. Hume
Date	February 2024
Review Date	February 2027

Date Ratified by Governing Body	22 March 2024
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SIGNATURES:

CEO Principal	Mrs J. Bridges Mrs J. Owens
Chair of Governors	Mrs H. Mottram

Quality Assurance aims:

- To create a supportive culture of continual improvement for teaching staff at all levels of experience and expertise.
- To provide timely and effective support through both a whole-staff targeted CPD programme, linked to school T&L priority areas, as well as bespoke intervention on a one-to-one, subject specific basis.

Quality Assurance components:

- Work scrutiny – conducted in departmental meetings
- DoS lesson observations – conducted termly
- SLT lesson drop-ins – conducted termly
- Student voice – conducted termly

Work Scrutiny

Directors of Subject devote a portion of department meeting time to look at the books of a particular year group, as identified by SLT. The focus is on what “excellence” looks like in this subject and sharing that best practice as a group. The scrutiny will also look at the level of challenge of the work, the sequence and content of curriculum, explicit evidence of teaching of literacy and how students act on feedback.

DoS lesson observations

Completed by a subject specialist, the focus of these observations is on our T&L priorities:

- 1) Retrieval
- 2) Sequencing concepts and modelling
- 3) Questioning
- 4) Student practice (guided and independent practice)

SLT lesson drop-ins

SLT lesson drop-ins are more focused on helping staff to improve generic pedagogical skills used by teachers of all subjects. They look at the efficacy of routines, whether these routines are well embedded, questioning techniques, and the application of the school behaviour policy.

To further support our teaching and learning development, we are taking part in the Embedding Formative Assessment programme run by the SSAT.


We aim to create a culture of continual improvement:

“If we create a culture where every teacher believes they need to improve, not because they’re not good enough, but because they could be even better, there is no limit to what we can achieve.” *Dylan Wiliam.*

Creating a culture of continual improvement:

- Creating a culture of genuine collaboration
- Create conditions to be critically honest
- Creating a culture of honest feedback with a focus on continual improvement
- Collaborations may arise naturally out of the problems and circumstances that teachers experience in common

Embedding Formative Assessment

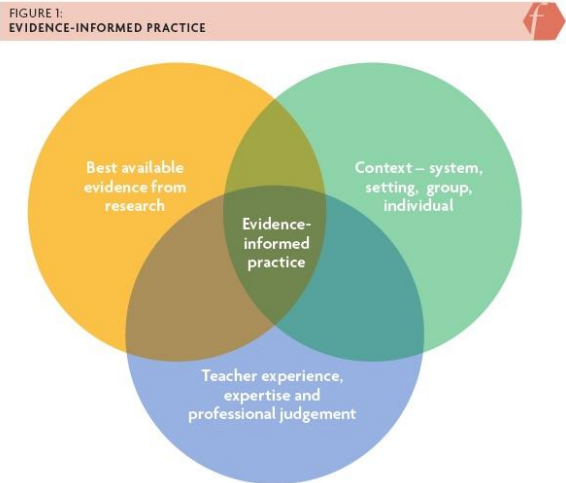


ssat the schools, students and teachers network

Embedding Formative Assessment:

The Embedding Formative Assessment (EFA) programme allows teachers to work collaboratively in Teacher Learning Communities (TLC) in which they can foster and embed a culture of open and honest dialogue. The flexible nature of the target setting in the programme ties in perfectly with our Quality Assurance programme in school, meaning we can identify areas for development, plan actions to address these, implement new strategies to tackle them and evaluate the strategies employed all through the EFA programme.

The emphasis on evidence-informed practice through the programme will ensure that actions to address developmental areas will be rooted in the best available evidence from research and the use of the TLCs will mean these are then implemented within the context of the school setting and using the professional judgement and expertise of the teacher.



“Teams who acknowledge that the focus is to improve the work, and that this is only possible through continual refinement, quickly learn to put aside ego or insecurity and recognise that adaptations are opportunities to improve not only the curriculum, but their capacity to understand it.” *Tom Sherrington*
The Learning Rainforest

Chartered College of Teaching, Early Career Hub, 2022

Why teacher improvement matters:

The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment (The EEF, School Improvement) Moreover, improving the quality of Teaching and Learning has a particularly positive effect on our Pupil Premium students (The EEF, Guide to Pupil premium) as evidenced by the strong emphasis placed on this in the Pupil Premium strategy statement. It is therefore imperative that we ensure a system whereby strong pedagogy underpins our work in school. A key focus area for CVEA for the 2023-2024 academic year is Teaching and Learning and therefore a comprehensive and evidence-informed quality assurance programme is essential.