



Y S G O L
Bassaleg
S C H O O L

QUALITY CONTROL POLICY

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1. OPENING STATEMENT

- 1.1 Bassaleg School's mission statement is:
"We strive for excellence in all aspects of school life". Consequently it is imperative that everyone connected with the school endeavours to provide the best possible service. Areas that can be improved should be identified early and the necessary remedial action taken quickly.

2. RESPONSIBILITY FOR QUALITY CONTROL

- 2.1 In the first instance each individual teacher is responsible for the quality control of their own performance and collectively all teachers share the quality control of pupil progress, behaviour and appearance.
- 2.2 There are those members of staff however who carry managerial responsibilities related to quality control:
Curriculum Leaders, Subject Leaders, Heads of Year all play a vital role in ensuring that the highest standards are maintained. In addition members of the SMT have their part to play individually in their links with specific curriculum areas and collectively in their general overview of the school. In addition the Governing Body has established a School Self Evaluation sub committee which continually reviews and monitors the work of the school.

3. AREAS OF RESPONSIBILITY

3.1 Curriculum Leaders

- To monitor and evaluate the quality of teaching and learning in the curriculum area
- To monitor the behaviour of pupils around the school and in particular within the Cluster's suited area to ensure the highest standards are maintained.
- To support teachers in the development of their teaching skills.
- To sample pupils' work.
- To sample written reports.
- To monitor and oversee the development of schemes of work, teaching and assessment strategies of colleagues
- To lead by example in setting the highest standards in teaching.

3.2 Subject Leaders

- To monitor and evaluate the quality of teaching and learning in the subject area.
- To monitor the behaviour of pupils around the school and in particular within the Departments suited area to ensure the highest standards are maintained.
- To support teachers in the development of their teaching skills.
- To sample pupils' work.
- To sample written reports.
- To monitor and evaluate the effects of subject policies and plans, establishing clear targets for improving and sustaining pupil achievement.
- To monitor and evaluate the progress and achievement made by all pupils, identifying clear targets for improvement.
- To present a written Self Evaluation report to the Headteacher in the September of each academic year evaluating the Departments progress and indicating strengths and areas for development.

- To lead by example in setting the highest standards in teaching.

3.2 Heads of Year

- To monitor student progress, discipline, attendance and punctuality in order to promote the highest standards of student attainment.
- To monitor the reward systems within the school to ensure their effective and equitable use so that success is recognised and celebrated.
- To ensure that the pupils' entitlement to a high quality support and welfare system is met.
- To present a written Self Evaluation report to the Headteacher or his representative at the end of each academic year indicating strengths and areas for development.

3.3 Members of the Senior Management Team

- To meet regularly with their link curriculum leader(s) and present a termly report as part of the schools Monitoring, Evaluation and Reporting system.
- To monitor the application of the schools policies to ensure that the pupil's entitlements are met and that the school operates efficiently and effectively for the benefit and well being of all concerned.
- To identify those areas which need change and/or improvement to help develop the skills and expertise of the teaching staff and make their work more effective and enable pupils to achieve their potential.

3.4 The Governing Body

- The Governing Body and especially the School Self Evaluation sub-committee have a critical role to play in ensuring quality control takes place at all levels of the school.
- The committee will meet half termly to consider issues related to the learning experience of pupils within the school. Reports and presentations will be given to the committee for its rigorous and challenging consideration and evaluation.

4 LESSON EVALUATIONS

- 4.1 As part of the school's Performance Management process each teacher is observed at least once in the year by their team leader. As part of their quality control role it is reasonable to expect that Subject Leaders and Curriculum Leaders will also wish to observe colleagues teaching in their areas. The pro-forma for these observations is contained on the shared area of the STEP system. S3e also annex 1.
- 4.2 The outcomes of these observations is to ensure the teaching and learning experience of the pupils is such that it enables all of them to achieve their potential and prepares them to play a positive role in society.
- 4.3 It is critical that feedback is given to the observed teacher as soon as is practical but certainly within 48 hours of the lesson.
- 4.4 The feedback should be given in an area which is private and where there will be least disturbance.
- 4.5 Teachers must be given a copy of the observer's notes.
- 4.6 It will be possible to use "gained-time" to facilitate the process.

5. THE SCRUTINY OF PUPILS' WORK (SEE ANNEX 2 – EVALUATING PUPILS' WORK)

- 5.1 One of the roles of a Head of Department as outlined in their job description is to monitor and evaluate progress and achievement by all pupils. One way in which this can be achieved is through the scrutiny of pupils work.
- 5.2 The purpose of the exercise is to:
- determine pupils' achievement and progress over time
 - collect information about teaching and learning including differentiation of work
 - check curriculum coverage
 - check the adherence to school policies such as marking and assessment
 - check the quality of marking.
- 5.3.1 It is important that the class teachers receive early and evaluative feedback to complete the exercise.

6. LISTENING TO PUPILS

- 6.1 Pupils are the major stakeholder in the education progress and their observations cannot be overlooked. Their contributions will broaden the evidence base when considering the quality of their experiences in school.
- 6.2 The "Pupil Voice" gives a vehicle for students to make their opinions known.
- 6.3 Questionnaires will be given to pupils at strategic times, eg at the end of a module, to ascertain their perspective and understanding.
- 6.4 Members of the SMT will invite comments from pupils, eg when a subject is being reviewed or whole school policies are being drafted.
- 6.5 Whatever the circumstances the process will be handled sensitively and carefully to eliminate the risk of the process being deemed inappropriate and/or unprofessional.

LESSON EVALUATION PROMPTS

Preparation and Planning

- Clear objectives shared with learners
- Links made with the previous lesson
- Resources

Quality of Learning

- To what extent does the learning experience provide: balance, breadth, coherence and progression
- Content is appropriate to the age and ability of the group
- Key skills developed (especially Communication, Numeracy, ICT and possibly problem solving, working with others, improving own learning)
- Give judgements and evidence of what learners know, understand and can do. Link with the impact of teaching
- Say whether attainment of the class is above average, average or below average for their level of ability
- Draw on all available evidence (eg talk to learners, work in books, targets assessments etc)

Quality of Teaching

- Teacher's rapport with learners
- Learners are stimulated and challenged
- Teacher has high expectations
- Variety of teaching methods employed which secure the active engagement of learners
- Learner's behaviour is managed well
- The language needs of all learners are met
- Teacher's subject knowledge
- Differentiation
- Pace/timing
- Deploys support staff well
- Homework is used well to reinforce and extend work in lesson

Marking/Comments

- Learners understand the purpose of assessment
- Learners are involved in their own progress/improvement
- Comments enable learners to recognise how well they are progressing and what they need to do to improve

Teacher Records

- The records assess learner's achievement/progress; fairly, accurately and regularly.

Summary

- Conclude with a brief summary of your judgement of the lesson and main strengths and areas for improvement and/or development
- Give an evaluation based on the following scale:
 1. good with outstanding features
 2. good features with no important shortcomings
 3. good features outweigh shortcomings
 4. some good features but shortcomings in important areas
 5. many important shortcomings

LESSON EVALUATION PROFORMA

Date: Teacher observing: Teacher observed: Class observed: Number of SEN pupils:	Subject: Number of pupils: EAL pupils: Support staff present Y / N
Preparation/planning:	
Quality of Learning:	
Quality of Teaching:	
Marking/Comments:	
Teacher records:	
Summary – Strengths/Points for Action	
Observations/Comments from teacher being observed (if required):	

Evaluation of the lesson based on the 5 point scale

Signed:(Observer)

Date for feedback:

Signed:(Teacher)

Copy to Observer, Observed, Mr Reynolds

EVALUATING PUPILS' WORK

A careful analysis of pupils' notebooks can yield evidence about teaching, learning and attainment. You can record your judgements and evidence on an evidence form.

Questions to ask yourself when you are looking at pupils' work.

Standards

- What does the work show about pupils' knowledge, understanding and skills in the subject?
- Is what they know, understand and can do appropriate (or better/worse) than you would expect for their age and stage in the course?
- Does the work suggest the pupils' own work or is much of it copied (ie identical in all of the notebooks)?
- Does the work show evidence of research, use of ICT, use of pupils' initiative and independence?
- Are there obvious differences in the attainment of different groups of pupils, eg due to their gender or ethnic background?

Learning and Progress

- Does the work show improvement in knowledge, understanding and skills over the year or term?
- Are there improvements in the pupils' literacy and numeracy skills?
- Do pupils learn from their mistakes?
- Do pupils apply what they have learned to novel and real-life situations?
- Do the pupils communicate in a variety of ways and styles?
- Do pupils review and modify their work?
- Are there differences between pupils of different abilities, boys and girls, different ethnic groups, and other identifiable groups?

Attitudes to Work

- Is the work neatly and carefully presented (suggesting a positive attitude to the work)?
- Is pupils' work completed or are there gaps and unfinished work?

Teaching

- Is the work that pupils are given interesting, demanding (but not too), relevant and varied?
- Are some pupils given more challenging work than others?
- Is there a variety of activities evident in the work?
- Do teachers mark work regularly, accurately and give constructive feedback to show pupils how to improve (content and presentation)?
- Do teachers set clear targets for improvement?
- Do teachers appear to have high expectations of their pupils (in terms of the content and presentation of their work)?
- Is the work matched to the abilities of the pupils (as evidenced by differences in work and quality of response, for example)?

Curriculum Coverage

- Are all aspects of the programmes of study evident (eg all ATs included)? Is there a good balance across ATs?
- Is there evidence of a consistent approach towards literacy and numeracy across the curriculum?
- Is there evidence of good provision for SMSC?
- Is there evidence of effective and appropriate ICT usage?

EVALUATION OF PUPILS' WORK

SUBJECT:

YEAR:

FORM:

Standards

Learning & Progress

Attitudes to Work

Teaching

Curriculum Coverage

Summary

Points for Action

Signed:

Date: