



Cherry Tree
EDUCATION

CHERRY TREE SCHOOL QUALITY ASSURANCE POLICY

DATE AGREED / REVIEWED: SEPTEMBER 2017, SEPTEMBER 2018,
SEPTEMBER 2019, SEPTEMBER 2020, SEPTEMBER 2021

DATE OF NEXT REVIEW: SEPTEMBER 2022

HEADTEACHER SIGNATURE:

MANAGEMENT COMMITTEE CHAIR SIGNATURE:

ALL STAFF MUST HAVE ACCESS TO THIS POLICY, AND SIGN TO
CONFIRM THAT THEY HAVE READ, UNDERSTOOD AND WILL
ADHERE TO ITS CONTENTS.

Cherry Tree Quality Assurance Policy

Introduction

Cherry Tree Education prides itself in providing an exceptional and personalised education for all of its learners. To maintain and develop outstanding practice and outcomes, quality assurance (QA) is paramount and will be organised over all qualifications and assessors, in line with other Cherry Tree policies and procedures.

Quality assurance is an activity, therefore all QA procedures will be conducted and maintained regularly. The scope of the policy will include planning, teaching and learning, assessment and feedback. The Internal Quality Assurer(s) (IQA) will endeavour to effectively uphold high standards of practise for Cherry Tree Education at all times.

All documents relating to QA activities will be held securely, in line with Data Protection and confidentiality requirements. Access will be granted to all relevant awarding organisations for any assessment documents and related materials.

Aims:

- To improve provision for pupils' learning, progress and achievement
- To ensure that all pupils have the opportunity to achieve their potential, including independence, life skills and employment, where appropriate
- To engage all staff in a process of self-evaluation
- To evaluate the quality of the delivery of subjects
- To use the knowledge gained from monitoring and evaluation effectively in the planning process
- To develop leadership and management
- To ensure high quality provision across the school
- To support and develop assessors in their roles and responsibilities
- To support assessors to review and observe peers and share best practice
- To observe teaching and encourage outstanding practise
- To ensure quality standards throughout the curriculum
- To ensure accuracy and consistency of assessment decisions by assessors
- To identify and address issues and trends that develop
- To ensure accountability for assessment decisions and quality standards, and that awarding body procedures and policies are maintained
- To ensure the correct and appropriate assessment strategies are used by assessors
- To ensure sampling, both interim and summative, is maintained
- To highlight and support CPD for all staff

Quality Assurance Monitoring:

To promote effective learning, it is vital that a culture of quality assurance and self-evaluation exists and this can be achieved through planned opportunities during the course of the school year. School leaders should also seek staff, pupil and parent feedback on the effectiveness of provision within the school . Evidence from the above can be used to inform improvement at all levels.

All areas of teaching and learning should be quality assured through rigorous monitoring throughout the year. This monitoring will include:

- The effectiveness of assessor planning
- The effectiveness of schemes of work
- Assessment of learners, including baselining and judgements
- Book reviews
- Standardisation
- Target setting (IEPs)
- Moderation of levels
- Learning walks and deep dives
- Lesson observations
- Parent / pupil / staff questionnaires
- Minutes of staff and supervision meetings.
- CPD for all staff

Description of QA Activities:

Curriculum Review:

The curriculum offered by each of the educational services is reviewed with a view to improving the provision for all our pupils and learners, at the beginning of every academic year. A curriculum policy can be found on the Cherry Tree website.

Peer Review:

Peer reviews of target setting, planning and documentation to share best practise and support assessors with less experience.

Book Review:

Book reviews of all subjects by IQA to ensure target setting, planning, teaching, learning and assessment are concise and appropriate for each individual learner.

IQA / Assessor Meetings:

IQA / Assessor confidential meetings to occur to identify any issues and to create an action plan for moving forward.

Team Meetings and Standardisation:

Team meetings and standardisation activities to occur regularly with IQAs, assessors and line managers to ensure outstanding practise. Meetings will have a set agenda with minutes recorded. Agendas could include:

- Actions from previous meetings
- Examples of learner's assessment or workbooks to standardise
- Sharing good practice
- Qualification updates
- Areas for improvement
- EQA / management committee / headteachers reports
- Progression and achievement of learners
- Resources used or required

Lesson Observations:

Observations of teaching to provide feedback on good practise and constructive methods of improvement.

Peer Observations:

Where possible, the IQA should accommodate peer observations of lessons to share effective practise amongst the staff team and aid the enrolment of new assessors.

Deep Dives:

'Deep Dive' meetings between the IQA and assessor to examine assessors understanding and intent of the curriculum.

Disagreements / Disputes:

Any disagreements / disputes with an IQAs findings will be reviewed by the registered headteacher who will have the final say on any judgements.

Headteacher report to the Management Committee:

Every 2 terms the Headteacher will submit a detailed report to the Management Committee about the quality of provision in the educational establishments. They will pull on information gathered from a whole range of quality assurance monitoring activities across the previous term.

Individual Education Plans:

All pupils will have an IEP which is reviewed every 2 terms. The IEP will be based on targets taken from the Education, Health and Care Plans of all the pupils. Targets will be assessed each 2 terms.

Supervision Meetings:

Supervisions are held termly or if a staff member requests any extra meetings. The purpose of these meetings is to ensure that standards and expectations are sustained through conversations about daily practice, lesson observations, performance targets, etc.

End of Term Reports:

All progress made by pupils and learners will be formally reported on to parents and carers bi-termly.

Analysis of data:

Data is gathered on a bi-termly basis, although up to date information can be accessed at any point in the term.

Attendance data:

Attendance data is gathered and monitored on a daily basis, monthly and throughout the year.

Behaviour monitoring:

Behaviour data is gathered and monitored on a daily basis bi-termly and throughout the year. Behavioural incidents are recorded on an IOC and recorded appropriately.

Pupil questionnaires:

The views of pupils and learners are formally gathered by questionnaires every 2 terms. Information gathered from these questionnaires is then used to better understand how they feel about their education and should inform appropriate areas for development.

School council

Ideas and information gained by the school council can be used to inform school/college development.

Parent questionnaires:

The views of parents and carers are formally gathered by questionnaires every 2 terms. Information gathered from these questionnaires is then used to better understand how they feel about their child / wards education and should inform appropriate areas for development.

Staff questionnaires:

The views of staff are formally gathered by questionnaires every 2 terms. Information gathered from these questionnaires is then used to better understand how they feel about teaching and learning and should inform appropriate areas for development.

**This policy will be reviewed annually by the Headteacher
and or the Management Committee**