Hednesford Valley High

Quality Assurance and Monitoring Policy

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1. Rationale

The school aims to maintain high standards in its educational provision. This policy is designed to maintain and enhance the quality of our educational provision in a manner that will ensure compliance with DfE requirements and student needs. The policy will be implemented through the processes and procedures stated within.

Monitoring all aspects of school work systems ensures that practices and procedures in the school are reviewed to enable excellent work in each area of the school.

The Quality Assurance and Monitoring Policy sets out to ensure that Hednesford Valley High School:

- Provides consistency on the school's response to its stakeholders and gives stakeholders confidence that quality provision is being delivered
- Provides a mechanism for school practices to be monitored and evaluated enabling effective practice
- Ensures that the quality of teaching and learning is maintained and enhanced throughout the School
- Improves communication about setting standards and the practices and methods of achieving required standard
- Facilitates collaboration between staff, providing the sharing of good practice
- Provides a method that demonstrates the level of expectation for staff to deliver

A written report is provided as feedback to Staff, support is given when required. Where possible analysis is carried out for the various groups of Students in the school; this allows a review of progress made by each. This then informs planning and training to be carried out in the next SDP. The outcomes will be summarised in the Self Evaluation Form (SEF).

The Headteacher will be responsible for leading this policy. Representatives of Staff and Governors will be involved.

2. Legislation and Guidance

The Hednesford Valley High School Quality Assurance and Monitoring Policy has adopted and consulted the following organisations, documents and guidance:

- Teaching and Learning Policy
- Appraisal Policy

3. School Processes

School Improvement Partner Visits

The School Improvement Partner is integral to ensuring the continued improvement of the school. The school improvement partner's core purpose is to support and challenge the school's own evaluation, priority- setting and planning. As a consequence, the school improvement partner will liaise with the governing board and/or Headteacher and undertake formal quality assurance visits throughout the school year. Visits will typically take half a day. The purposes of the visits are to scrutinise data, review the school improvement plan, meet staff, review and agree support and undertake any other quality assurance activity the governing board and/or Headteacher deems relevant.

Self-Evaluation Form

The self-evaluation form is the single central document that summarises evidence from all monitoring and evaluation processes and provides a judgement on the school's performance in terms of quality of education, behaviour and attitudes, personal development, leadership and management and sixth form. The judgements made, inform whole school and area planning (e.g. subject level) and whole school training priorities.

School Improvement Plan

This plan indicates the long-term priorities for the school, identified as a result of internal and external monitoring and national and regional developments. All senior leaders are trained on the use of evidence. The school improvement plan should be as concise as possible and must take account the need to reduce the workload of all staff.

Progress against the school improvement plan is reviewed 3 times per year by school leaders. Following each review, the Headteacher meets with the chair of governors to review progress and significant updates to be shared at the next full governing board meeting, where the school improvement plan is a standard agenda item. At the end of each academic year, new objectives may be set and any still on going from the previous plan will be carried forward.

Presentation to Governors

School leaders periodically present their monitoring and evaluation analysis to governors. This can include items calendared throughout the academic year or those considered necessary by governors or school leaders alike. School leaders are not required to complete lengthy additional documentation or presentations. Following autumn results analysis, governors may select one subject per term to present a subject review to the LGB throughout the year. This can also include a Subject Review. The Subject Review will be made up of Quality of Education information and an executive summary.

Data Meetings

The Headteacher will meet with Subject Leads three times throughout the calendar year. The purpose of the meetings is to review the previous targets/actions, review the current progress of students and set new targets/actions.

Subject Monitoring Weeks

Subject Leaders will conduct calendared reviews of their departments. Subject Leaders will review all aspects of the department including; curriculum alignment, teaching and learning, book scrutiny. This will be in conjunction with the SLT who will moderate the process and findings.

Lesson Observations

Observations can be important in improving teaching and learning, however, it is not the primary intention at Hednesford Valley High School to monitor teaching and learning through this method. When these are conducted, it will be as a result of other mechanisms. When performed, they will be conducted by nominated staff (usually SLT and Subject Leads). During observations, there will be opportunities for joint observations between SLT and Subject Leads to ensure consistency in their conversations and feedback to staff and the opportunity for coaching development. Observations are not graded and will form part of the dialogue between leaders and teachers to drive personal development and support the learning of students in every classroom.

Learning Walks

Learning walks will form a pivotal role in supporting the high quality of teaching and learning at Hednesford Valley High School. Leaders will undertake learning walks regularly and focus on a specific area of teaching and learning. The findings are shared with other leaders and teaching colleagues. The evidence from these learning walks is shared with colleagues, summarised in the Quality of Education Summary document and informs specific CPDL. Patterns of strengths and causes for concern are shared with the school's Governing Bodies as part of the Headteacher Report.

Work Scrutiny

Students' books and folders are sampled to collect evidence of achievement, quality of teaching and learning, behaviour of pupils and quality of leadership and management. Books are sampled by leaders with two different purposes: checks focus on consistency of standards; work sampling looks at progress, challenge, inclusion and impact of feedback. This element of the book sample will be completed by a school leader and designed to identify strengths and areas of development linked to curriculum implementation.
Additional learning conversations are conducted, where appropriate, with groups of pupils and focus on progress, attitudes to learning, challenge, sufficiency and assessment. Findings will be shared during curriculum development time and provide opportunity for discussion and celebrated practice.

Parent/Carer Voice

A wide range of formal and informal methods is used to evaluate parental views including formal surveys, Ofsted's Parent View site, email contact and Headteacher surgeries. There is a Parent View style questionnaire at each parents' evening. The results of these questionnaires are shared with school leaders and the Governing Body.

Student Voice

The views of students are collated from a range of activities involving pupils both directly and indirectly. Each School Council has a system to record and report back to school leaders and governors. Governors are encouraged to visit school and talk to pupils. In turn, they feed back to the Governing Body.

Staff Development Time

Designated time within staff meetings will be used to review and reflect current areas of strength and areas of development linked to specific priorities within the school. School priorities will be shared, and school staff will have the opportunity to work collaboratively to plan, share and design curriculum aspects with a key focus on improving the outcomes of all students through better subject specific knowledge and pedagogy.

Performance Development

All teaching staff undergo a process of performance development annually in line with the school's appraisal policy.

4. Responsibilities of the School

The Quality Assurance Policy details a commitment from senior management to establish, document and communicate the drive for continuous improvement for the benefit of all stakeholders. SLT and subject leads will be directly responsible for ensuring that provision of teaching and assessment meets the needs of learners. They will achieve this through a variety of methods outlined within the school processes stated within this policy.

5. Monitoring Schedule

Type of monitoring	**Monitoring carried out by**	**When is monitoring carried out**
Lesson observations	Senior Leadership Team and External Professional	Spring Term Autumn Term Summer Term
IEPs/Homework	Senior Leadership Team	Each Term
Work Scrutiny	Subject Leaders	Each Term
Moderation	All Staff to produce a portfolio HT with representatives in LA	Spring Term
Annual Reviews	Headteacher	Throughout the year
Schemes of Work	Senior Leadership Team	Summer Term
Type of monitoring	Monitoring carried out by	When is monitoring carried out
End of Key Stage analysis	Senior Leadership Team and Governors	Each Term
Annual Targets	Senior Leadership Team	Each Term
English & Maths	Senior Leadership Team	Each Half Term
Work in subject areas	Subject Governors/Senior Leadership Team	Spring Term
School Evaluation Plan (SEF)	Senior Leadership Team	Summer Term/Autumn Term
School Improvement Plan (SIP)	Senior Leadership Team	Summer Term/Autumn Term
Middle Term Planning	Assistant Headteacher	Each Term
Learning Walks	Subject Leaders, SLT and Behaviour Support Manager, Teaching Assistants, Students and Governors	Each month
Registration	Headteacher and Deputy Headteacher	Autumn Term

Building	Support Services Manager and Governors	Twice a Year
Cleaning	Support Services Manager	Each Half Term
Budget	Headteacher, Deputy Headteacher and Support Services Manager	Each Month

6. Dissemination and Review

The policy will be disseminated widely both to Staff and Governors through appropriate meetings.

The policy will be reviewed September 2026.