



Teaching and Learning Quality Assurance Policy

The Axholme Academy

February 2024

Review Date: February 2027

The processes outlined below apply to teaching staff that hold Qualified Teacher Status and Upper Pay Spine (UPS) status is directly aligned to the Teachers' Standards 2011

Quality Assurance

Our Quality Assurance processes ensure teachers have consistently met the Teacher Standards and also to accurately evaluate the typical quality of teaching and learning across the academy. All teachers deserve to have high quality professional development. Research shows that regular low stakes feedback improves teaching. Teaching improves when teachers are given bite-sized actionable steps. Developmental drop ins will be used to assess the quality of teaching and to give professional development opportunities for all teachers.

Developmental Drop Ins (DDIs)

- All staff have a copy of the central DDI timetable. This is shared at the start of each half term. DDIs should not be rescheduled unless the member of staff is absent.
- All teachers have 1 DDI each half term, these are unannounced. All teachers will join a member of SLT to observe a lesson once a half term.
- DDIs last 10-15 minutes.
- SLT will give the DDI feedback face to face to the member of staff within 48 hours
- All DDIs result in an actionable step linked to one of the Principles of Teaching. (Appendix 1)
- DDI findings are always fed back in the weekly SLT meeting.

- Once the verbal feedback has been given the SLT member uses the Google Form to record the Strengths and the Actionable Step from the lesson creating a DDI Slip (Appendix 2).
- The DDI Slip is then emailed to the teacher, line manager and SLT link. All Slips are stored in Teachers Google Drive folders.

Monitoring and evaluating DDIs

- All stakeholders can view a whole school DDI strengths and actionable step spreadsheet. This can be used to look at trends and target CPD.
- The DDI spreadsheet is used in other quality assurance activities such as Line Management Link Meetings, Appraisal meetings and to inform Department Improvement plans and Focus 3 activities.
- Discussions scheduled into HoD / SLT Link Meetings - strengths of department T&L and action plan areas for developments to then feed into department meetings agendas

Additional Support

Additional support will be provided when DDIs show that teaching does not meet teaching standards or Our Learning Principles

1. A follow up DDI will be arranged by the SLT who conducted the first DDI with the HoD
2. The time of the follow up DDI will be shared with the member of staff
3. If the follow up DDI does not meet teaching standards or Our Learning Principles then a Cycle of Coaching will take place (Appendix 5)

4. If there is no improvement from the Coaching Cycle then a personalised support plan will be created outlining areas for improvement, CPD & support, success criteria and timescales in liaison with the senior leader responsible for Teaching & Learning
5. Focused monitoring to evaluate the impact of the personalised support plan
6. Review meetings

If unsatisfactory progress is not being made in order to address areas for improvement, capability procedures will be invoked as detailed within our Appraisal and Staff Capability Policy.

Department improvement plan

Middle leaders produce an improvement plan for each academic year. This shows the 3 priority areas for improvements over the year.

The following Quality Assurance activities are used to judge whether the improvement priorities are being implemented and impactful:

- Learning walks / climate checks - Once per half term with SLT line manager
- Book Looks (work scrutinises) Once a term
- Student voice activities at least once a year

Middle leaders will capture the outcomes as a result of these activities in the Improvement Plan

The SLT may also conduct any of these activities throughout the year to determine whole school improvements regarding the School Improvement Plan (SIP) Outcomes from these activities will be captured in the SIP

External peer reviews will also be conducted as needed, led and communicated to staff by the SLT. Whole academy climate walks with a focus such as DEAR time, Tutor lead reading, SEND and Teaching and Learning themes such as questioning or actionable steps themes. This is not an exhaustive list quality assurance activities will be conducted when academy needs arise.

ECT (Early Careers Teachers) observations

- As well as DDIs ECTs receive a formal 30 minute lesson observation each term
- Feedback is record via a DDI slip and verbal feedback
- Feedback contributes to ECT termly assessment evidence

ECTs at risk

- An ECT prompt sheet is completed when the ECT is at risk is not showing evidence towards meeting the teacher standards
- An ECT– At risk of not meeting the teacher standards is completed when outcomes of the NQT prompt sheet shows ECT is at risk
- Additional support is documented in development plans and assessments which are monitored by NIPT, Subject Mentor and Induction Coordinator – See ECT policy for more information

Monitoring and Evaluation

Senior leaders monitor the application of this policy to ensure that it accurately reflects standards across the academy. Impact is evaluated annually during our self-evaluation cycle and any areas for improvement are addressed in order to maximise impact. Governors engage with this policy in line with the published School Visits Guidance and senior leaders will report the outcomes of self-evaluation to governors annually. Information gained from the quality assurance cycle will be used to inform pay progression decisions.

Appendices

Appendix 1: Principles of Teaching

[Our 'Able to Learn' Principles of Teaching](#)

Appendix 2: DDI Slip

[DDI slip](#)

Appendix 3: Appraisal Policy Linked Document

[Appraisal Policy](#)

Appendix 4: Teacher Standards 2011

[Teacher Standards 2011](#)

Appendix 5: Coaching cycle

[Instructional Coaching Model](#)

[Instructional Coaching Questions](#)