



# Stottesdon C. of E. Primary School

The Shropshire Gateway Educational Trust






## Policy For Quality Assurance: June 2025

### Rationale

This policy sets out our principles and practices for effective quality assurance. The purpose of quality assurance is to support the:

- Quality of teaching and learning
- Improvement of standards
- Needs of all pupils
- Delivery of the national curriculum and our curriculum maps
- Progress of all pupils in line with national expectations and similar schools.

As a result, the practice sits alongside and informs our professional development. Having a well-planned, well implemented and well-resourced programme of professional development is one of the most important things a school can do to enhance the learning of pupils. The [EEF Professional Development guidance reports](#) are used to inform our approach. Performance development is for all staff (leaders, subject leaders, teachers, support staff, administrators, cleaning staff) and we take the approach of sharing and developing good practice together (resolving challenges and leading to growth).

<h3>1</h3> <p>When designing and selecting professional development, focus on the mechanisms.</p>  <ul style="list-style-type: none"><li>• High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.</li><li>• To improve pupil outcomes, careful attention should be paid to how PD is designed. In particular, those who design and select PD should focus on mechanisms.</li><li>• Mechanisms are the core building blocks of professional development. They are observable, can be replicated, and could not be removed without making PD less effective. Crucially, they are supported by evidence from research on human behaviour—they have been found, in contexts beyond teaching, to change practice.</li><li>• Examples of mechanisms include revisiting prior learning, goal setting, providing feedback, and action planning.</li><li>• Those who select PD should look for mechanisms in prospective programmes; those who design PD should include mechanisms in their design.</li><li>• Careful consideration is also required to ensure that PD is evidence-based, and that content is drawn from trusted sources.</li></ul>	<h3>2</h3> <p>Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.</p>  <ul style="list-style-type: none"><li>• The mechanisms that make up effective PD can be split into 4 groups, each of which fulfils a different role.</li><li>• PD may aspire to include a mechanism from each of these groups:<ul style="list-style-type: none"><li><b>A. Build knowledge</b><ul style="list-style-type: none"><li>— Managing cognitive load</li><li>— Revisiting prior learning</li></ul></li><li><b>B. Motivate staff</b><ul style="list-style-type: none"><li>— Setting and agreeing on goals</li><li>— Presenting information from a credible source</li><li>— Providing affirmation and reinforcement after progress</li></ul></li><li><b>C. Develop teaching techniques</b><ul style="list-style-type: none"><li>— Instruction</li><li>— Social support</li><li>— Modelling</li><li>— Monitoring and feedback</li><li>— Rehearsal</li></ul></li><li><b>D. Embed practice</b><ul style="list-style-type: none"><li>— Providing prompts and cues</li><li>— Prompting action planning</li><li>— Encouraging monitoring</li><li>— Prompting context specific repetition</li></ul></li></ul></li></ul>	<h3>3</h3> <p>Implement professional development programmes with care, taking into consideration the context and needs of the school.</p>  <ul style="list-style-type: none"><li>• Provide guidance on how participants can adapt professional development. Programme developers should signal to those selecting and delivering PD programmes where adaptations can be made, ensuring that the mechanisms are protected and prioritised.</li><li>• Ensure that professional development aligns with the needs of the school and is supported by school leadership. Gaining ongoing leadership buy-in can facilitate successful implementation.</li><li>• Recognise the time constraints faced by teachers and adapt professional development accordingly. Those designing and selecting PD should critically assess how a PD programme will fit in with the school routine.</li></ul>
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## **Appraisal of Staff**

Quality assurance and performance development effectively feeds into this process. Where developments are identified, senior staff support and coach in order to help staff secure improvements. See Appraisal Policy and EYFS Supervision Policy for further information.

## **Principles:**

**Monitoring and evaluation (formal and informal)** are valuable tools which gather evidence about the quality of education we provide and subsequently evaluate its effectiveness (strengths and areas for development).

**Monitoring** is the systematic gathering of evidence in order to:

- See whether agreed practices and principles are in place
- Identify impact of professional development and future need
- See whether the school is meeting the needs of all its pupils
- Consider whether the school is covering the National Curriculum
- Consider whether the school's curriculum maps are effective in helping children know and do more
- Check the progression, consistency and continuity of provision
- Check the standards of achievement are in line with local and national expectations.
- Check the application of agreed policies and practice e.g. T&L policy
- Monitor and support teacher's up to date subject and pedagogical knowledge.

**Evaluation** is necessary in order to:

- Gauge the effectiveness of actions taken, based on their impact on the quality of children's learning
- Identify areas of strength and development
- Support the quality of teaching and learning
- Inform reviews of policies and practice
- Inform school self-evaluation
- Inform school development planning

## **Guidelines:**

All staff will be involved in aspects of monitoring and evaluation. Class teachers, as part of their role, should monitor the teaching and learning within their own class provision, to ensure that the individual needs and abilities are catered for, pupils make progress in line with their abilities and pupils are offered the broad and balanced curriculum within our curriculum maps and progression documents. Teachers will also monitor aspects of each others practice depending on specialisms and subject leadership. Subject leaders will build up a picture of their subject using the [subject leader monitoring form](#). This monitoring and evaluation will feed into subject action plans. Further monitoring will be carried out from time to time by outside agencies e.g. Advisory/consultant, schools within the trust etc

Below are the range of activities used within our school (by leadership, governors, staff) to monitor and evaluate practice. The school development plan will outline the



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timing of annual areas of focus. Activities may take place discretely or be combined together in the form of 'Learning Walks' or 'Deep Dives'. The school aims to build in regular performance development sessions (Wednesdays) to support the process as part of our commitment to professional growth.

## Lesson 'dip ins', learning walks and observations:

- Formal observations occur up to three times a year according to priorities identified within the school and staff performance management. There is a school lesson observation format and monitoring aide-memoirs.
- Informal dip ins and learning walks by peers, subject leaders and leadership are part of practice and our 'open door' culture. We believe in joint development practise through mutual engagement and sharing of practice both within our school and across the Trust. Specific foci should be identified such as:
  - Following SOW, curriculum maps
  - Clear learning intentions with manageable progressive chunks
  - Adaptations to meet need
  - Pupil practise and retrieval practise
  - Predicting of misconceptions
  - Progression and continuity
  - Modelling and questioning
  - Assessment
  - Active pupils with self-agency
- Feedback, where possible, should occur on the same day as observation and should focus on strengths and areas for development.
- Consideration of teacher planning will be through lesson observations and will focus on aspects of the teaching and learning policy (unless this is identified as an area for development for individual staff when separate support, challenge and discussion may be identified).

## Pupil Interviews

- This is an effective way of finding out what the pupils have been learning, how they have been learning, the progression of learning and their enjoyment of learning.
- Samples of children will be varied in order to help monitor and evaluate that all pupils are progressing and achieving (HA, MA, LA, SEN, FSM, LAC, PLAC, EAL etc)
- Children will be encouraged to share and talk about their work with their books.

## Scrutiny of Pupil Work

- Work across the range of ability and need within a year group (HA, MA, LA, SEN, disadvantaged) or at the end of the phase (Reception, Y2, Y4 and Y6) should be considered with a pre-planned foci such as:
  - Coverage of curriculum plans and progression of learning
  - Clear, progressive learning intentions and progress against these
  - Continuity and progression between year groups
  - Use of our teaching and learning policy so children know more and can do more
  - Evidence of building subject knowledge and skills
  - Application of our agreed policies and practice.
  - Standards

Where possible 'book looks' will happen with staff involvement (using staff meetings) as they are considered useful professional development. Notes should be taken for evaluation and feedback to teachers.

### **Analysis of assessments (Please refer to assessment policy)**

Findings for summative and formative assessments (of the core knowledge and skills identified in our curriculum maps) should guide teachers what to teach next and the emphasis on different elements. Assessments should be on-going (AFL - continual assessment for learning) and incorporated into planning.

### **Exemplification of Standards**

Subject leaders will look to exemplify standards for curriculum areas by using internal and external models. The school will aim to work with partners (Local Authority, Trust, Diocese etc) to build up moderation opportunities. This will be detailed in the school development plan.

### **Development within Networks**

As a small school we welcome opportunities to share and observe practice across a variety of settings and will therefore seek opportunities to observe teaching and learning in other local schools as well as offering others the same opportunity in our own school. All such opportunities should be considered positively for our own development rather than the judgement of others.

### **Governor Monitoring and Evaluation**

Governors monitor and evaluate our school through:

- Headteacher reports and subsequent discussion (particularly in relation to curriculum development, school development and school self-evaluation)
- Discussion and approval of policies
- Discussion of reports on the attainment and progress of pupils
- Discussion and approval of targets for cohorts
- Visits and feedback by link Governors to areas identified within the SDP