QUALITY ASSURANCE, SELF-EVALUATION AND DEVELOPMENT POLICY 2024-25

Committee:	Teaching and Learning Committee
Approved by the FGB:	18th September 2024
Date of next review:	Autumn 2025
Responsible Officer:	R Lawrence

Our policy and procedures for quality assurance, self-evaluation and development follow the CAM Academy Trust framework. The role of this policy is to ensure **all** pupils and students, including those studying at Comberton Sixth Form, receive a high-quality education throughout their time at Comberton Village College.

Aims of the Policy for Quality Assurance, Self-Evaluation and Development

- Comberton Village College will ensure that its pupils and students receive a high standard of education that meets or exceeds the needs and expectations of interested parties.
- The standard of education provided, and the methods of its deployment will be consistent and effective throughout the College. Our minimum expectation is that all teaching and learning in all areas will be at least 'good' with much teaching 'outstanding'.
- We have at our core, the values of ensuring that all pupils and students leave the College as Caring, Confident and Capable citizens. This is achieved through our core academic curriculum, our pastoral curriculum and our extended curriculum (after-school activities and wider educational experiences).
- The Leadership Group (Middle Leaders and Senior Leaders) will provide a coherent structure for monitoring, evaluating and reviewing standards across the College.
- The CAM Academy Trust Director of Education will ensure that the Comberton Village College procedures for assuring the quality of education are effective.

All Staff

- All members of staff have a responsibility for ensuring pupils receive an education of the highest quality. However, some staff have specific responsibilities for aspects of quality assurance as set out below.
- All staff (including teaching and support staff) are responsible for their own performance and their own performance development and those with leadership responsibilities carry out the target setting, monitoring and review of performance of others, holding them to account for their performance.

Personal Development

- Our Middle and Senior Leaders work to ensure that our pupils and students benefit from coherent and effective approaches to their personal development, which are delivered by form tutors, teachers and all other staff who work with them.
- Personal development is delivered in part through our tutorial programme, which is quality assured through regular monitoring by Heads of Year and by a member of the Senior Leadership Group.
- The teaching of PSHE also addresses aspects of pupils' and students' personal development. At KS3, this is taught by members of our teaching staff and is led and quality-assured by our Head of PSHE. As far as possible, all KS4 PSHE lessons are taught by our Head of PSHE.

- At KS5, Personal development (PD) is delivered through a combination of tutor meetings, assemblies and timetabled structured PD sessions that take place each term in the Enrichment afternoon on a Wednesday.

Pupil and Student Behaviour
- All staff are accountable for ensuring high standards of behaviour, including good conduct, positive attitudes to learning, high attendance and punctuality to lessons. All are responsible for liaising with appropriate staff, e.g. Heads of Department or Heads of Year, where there are concerns in any of these areas.
- Form tutors are responsible for monitoring the overall conduct, attitudes to learning, attendance and punctuality of the pupils and students in their care. This is overseen by Heads of Year.

Alternative provision
Our alternative provision comprises The Cabin, The Centre (for pupils with SEND), Key Stage 3 Support (for KS3 pupils who require extra support) and Key Stage 4 Support (for KS4 pupils who require extra support). These provisions include the pupils who are educated off site.
- All staff who work in one of our alternative provision areas are, either directly or indirectly, accountable to a member of the Senior Leadership Group, who oversees the quality of the work in all our alternative provision areas.
- Teaching staff monitor the curriculum delivery through close liaison, including delivering subject specific teaching where appropriate.
- are completed for all pupils who do not access a full curriculum.
- Money from pupil grants (e.g. LAC) is used to provide bespoke tutoring, the quality of which is overseen by the subject departmental specialists.
- Planning meetings for individual pupils involve internal staff and external agencies to ensure that the quality of provision is assessed from all sides.
- All alternative provision is audited externally.

The Cabin
The Cabin is an enhanced resource provision, providing specialist provision to pupils and students with autism.
- All staff who work in the Cabin are accountable to the Head of Cabin who is responsible to the Director of Cabin Provisions, who monitors the quality of their work.
- Each pupil with an EHCP for a Cabin place is assigned a Communication Support Specialist, who facilitates regular communication with home, CVC teaching staff, TAs and other professionals. As well as overseeing provision within the school.
- Teaching staff, in collaboration with Cabin specialists, deliver the curriculum, including differentiation where appropriate. This includes: rephrasing instructions, prompts, gap fills, additional time, roleplays, terminology banks, group work facilitation, coloured paper.
- Cabin staff provide pastoral support for Cabin pupils ensuring their full inclusion into the wider school community.
- Pupils are supported to access Extra-Curricular activities where necessary, with TA accompaniment on trips, home visits, Life Skills, etc. where appropriate.
- The Cabin is funded by EHCPs and the Education Skills Funding Agency, to provide additional social, emotional, behavioural and academic support as required by need (e.g. Social Circuits, life skills, Growing and Changing, mentoring and counselling), in collaboration with external specialists.
- A service level agreement is maintained with the NHS to provide Speech and Language Therapy, Occupational therapy and other therapies as required.
- For a very small number of pupils, who for medical reasons cannot fully access the curriculum, Individual Alternative Education Plans (IAEPS) are completed.

- Planning meetings for individual pupils involve internal staff and external agencies as necessary to ensure that the quality of individual provision is assessed from all sides.
- All Cabin provision is audited externally.

Quality Assurance of Our Leadership

Heads of Department and Sixth Form Subject Leads

HODs are responsible for quality assuring the curriculum in the areas they oversee. They are responsible for designing the curriculum, hence it is important that they have a clear understanding that the curriculum is being implemented in the way they have designed it. In order to determine how the implementation of their curriculum is effective, Heads of Department do a variety of tasks, including:

- Monitor the data on our Management Information System (Go4Schools) to check the curriculum is meeting the needs of all our pupils. Although there is a formal data collection point each term when Heads of Department monitor student progress data, our live system enables all staff to monitor data at any time.
- Use the data to monitor the progress of different groups and individuals.
- Identify inconsistencies in practice between different groups of pupils within the subject(s) they lead and analyse why.
- Undertake a review of pupils' work and teachers' assessment from each member of their team through whichever methods are most appropriate for the curriculum area concerned. Evidence from this monitoring will be available to support both departmental and school self-review and evaluation.
- Monitor the teaching and learning through learning walks and observations, including facilitating peer observations across the departments they lead.
- Lead departmental meetings and discussions with staff.
- Conduct informal drop-ins around the College areas for which they are responsible and talk to members of staff regularly, in order to assess the quality of learning.
- Talk to pupils and conduct procedures for pupil feedback.
- Ensure schemes of work and lesson plans are up to date, shared and used.
- Support non-specialist teachers in the department.
- Provide training opportunities for staff in the department, for example, facilitate subject specific training for non-specialist teachers in the department or specialist teachers who wish to 'skill up'.
- Stay up to date with local and national developments in education which are relevant to the subject area(s) for which they are responsible.

Heads of Year

Heads of Year are responsible for the progress of all pupils in their care and will do the following:

- Support the attendance and well-being of pupils in their care through liaison with the Attendance Officer, external agencies and staff within the school.
- Undertake regular reviews of progress for each year group (at least once a term). This review will be used to plan and implement interventions with teachers and/or pupils.
- Monitor and support teaching and learning through learning walks and observations across the year groups they lead.
- Use our Management Information System (Go4Schools) to monitor the progress of their cohort of pupils and individuals within it.

All Middle Leaders (Heads of Department, Heads of Year and Sixth Form Subject Leads)
- Middle leaders are accountable to their Senior Leader line manager for monitoring the work of their area/s of responsibility and providing objective evidence for quality assurance purposes.
- The records of monitoring by Middle Leaders form a part of the annual departmental review process and can be available at other times, if required.
- Middle leaders report back to SLG through their annual departmental reviews, which include a full written evaluation of the department followed by an oral presentation and discussion with the Principal and Senior Leader line manager.

Senior Leadership Group
- The Deputy Principals are accountable to the Principal for setting up and maintaining systems for quality assurance.
- Each member of SLG is accountable to the Principal for QA in the areas for which they have strategic responsibility. The role includes reviewing progress on improvement plans, evaluating and analysing the standards reached and setting targets for future improvement.
- SLG provide support and challenge for Middle Leaders by drawing on aspects of their tasks above.

Principal
- The Principal is accountable to the governors for ensuring that all areas of the College are engaged in systematic and rigorous quality assurance and self-evaluation.
- The Principal, Senior and Middle Leadership Group will use the outcomes of the College and self-evaluation processes, together with external evaluations, to identify areas of strength and weakness and plan for future school improvement.

Governors / The CAM Academy Trust
- The CAM Academy Trust board holds Comberton Village College to account for both its statutory and non-statutory obligations but delegates the challenging and supporting standards to the Local Governing Body. The LGB then provides feedback through minutes to the Trust Curriculum and Standards Committee and through reports from the Director of Education.
- One purpose of quality assurance is to inform Trust board about the performance of the school and its strengths and weaknesses. This is done through an annual programme of meetings between the Local Governing Body and the College Senior Leadership Group and enables Governors to participate fully in the strategic thinking and planning of the school.
- Governors are informed of the outcomes of quality assurance through regular reports to the Local Governing Body and its various sub-committees.
- Each year, Governors will challenge at least one particular aspect of the work of the school, for example, SEND provision, with the findings and recommendations discussed with the LGB. This investigation may include discussions with staff, comparison with the practice at other schools (within the Trust and / or elsewhere).
- An annual programme of quality assurance activities is carried out by the CAM Academy Trust officers. This includes an in-depth analysis of particular aspects of our provision, as identified by Trust and Comberton Village College priorities. Recent Trust reviews have focused on SEND provision and cover lessons.

Stakeholder Feedback
- Feedback is regularly requested from our key stakeholders: following each parents' evening and via email, parents and carers are asked to complete the Parentview questionnaire. We also carry out our own evaluation through a survey in November and June, which we use to improve our practice.
- Each tutor group has form representatives, who meet regularly to provide feedback on their concerns and suggestions for improvements to their Head of Year.
- Pupil voice feeds into our development planning. Departments carry out pupil evaluations during the academic year and year 11 and year 13 complete an exit survey.

Development Planning and Self-Evaluation

- All quality assurance activities feed into our development planning (see quality assurance cycle below).
- Each academic year begins with a school development plan which demonstrates how Comberton Village College contributes to the CAM Academy Trust priorities. This is discussed with the governing body. We also have a 3-year strategic plan to supports us in achieving our long-term aspirations. Both the school development plan and 3-year vision are discussed with middle leaders to enable them to dovetail their individual development plans into our whole school and Trust development priorities.
- During the autumn term, our self-evaluation includes analysis and evaluation of external assessment results at a whole-school level, alongside that carried out by Heads of Department and Heads of Subject. We use the highest targets to benchmark progress, comparing our KS4 results against FFT5 targets and this feeds into departmental development planning.
- The progress of all year groups, including key pupil sub-groups defined by gender, disadvantage and prior ability, form a key part of our annual year reviews which are presented to Senior Leaders by Heads of Year.
- The progress being made on our school development is reviewed throughout the academic year through the departmental and year reviews outlined above, our fortnightly individual middle leader meetings with line managers and our full meeting structure. At the end of the year, our senior leaders report back to governors on the progress made towards our developmental targets.
- All our self-evaluation activities support us in monitoring the progress we are making towards the targets in our development plans.

Our Quality Assurance follows an annual cycle, as outlined below:

Suggested Calendar of Quality Assurance Activities

In order to support our Middle Leaders, particularly those new to post, we suggest an annual calendar of quality assurance activities, as outlined below, giving the approximate point in the academic year when the activities may traditionally take place. Middle leaders may add detail as relevant to their department.

		On-going/weekly
Autumn Term	Establish support procedures for non-specialist teachers. Complete departmental / year review, following August outcomes data. Review meetings with SLG line manager and Principal. And SLG Line Manager. Year 11 progress data monitoring following Nov exams. Book scrutiny. Progress data monitoring following assessments and reports. Learning walk / WalkThrus observations of staff. Parent feedback (Year 7 Meet the Tutor and 12 Parents' Evening).	Learning walks to monitor / support teaching. T&L discussions with Staff / support wellbeing. Remain up to date on local and national developments. Departmental / Year Meetings / CPD as per calendar. Organize appropriate CPD for staff. Monitor pupil and student attendance.
Spring Term	Book scrutiny. Progress data monitoring following assessments and reports. Year 11 progress data monitoring following mock exams. Student feedback (year 12). Parent feedback (Year 11, 9 and 10 Parents' Evening). Learning walk / WalkThrus observations of staff.	
Summer Term	Book scrutiny. Progress data monitoring following assessments and reports. Transition survey (years 11 and 13). Learning walk / WalkThrus observations of staff. Parent feedback (Year 7 and 8 Parents' Evening). Ensure schemes of work and curriculum maps are In place for next academic year.	