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## QUALITY ASSURANCE, SELF-EVALUATION AND DEVELOPMENT POLICY 2023

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<b>Recommended by</b>	Teaching and Learning Committee on 16 <sup>th</sup> November 2022
<b>Approved by the FGB:</b>	On 7 <sup>th</sup> December 2022
<b>Date of next review:</b>	November 2023 or as appropriate
<b>Responsible Officer:</b>	R Lawrence

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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 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 Team.
- The teaching of PSHE also addresses aspects of 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. 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.

### **Student Behaviour**

- All staff are accountable for ensuring high standards of behaviour, which could include good conduct, positive attitudes to learning, high attendance and punctuality to lessons, and are responsible for liaising with Heads of Department / 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 students in their care. This is overseen by Heads of Year.

### **Alternative provision**

Our alternative provision comprises The Cabin, The Centre (for students with SEND), The Hub (for students who benefit from extra emotional support) and The Green Room (for students who are not able to access our standard, full curriculum). It also includes the students 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 provision in curriculum areas through close liaison, including delivering subject specific teaching in these areas.
- Alternative Education Plans (AEPs) are completed for all students who do not carry out 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 students 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 students on the Autistic Spectrum.

- 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 student 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 students ensuring their full inclusion into the wider school community.
- Students are supported to access Extra-Curricular activities where necessary, 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 students, who for medical reasons cannot fully access the curriculum, Alternative Education Plans (AEPs) are completed.

- Planning meetings for individual students 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, half lesson 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 students and conduct procedures for student 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 students in their care and will do the following:

- Support the attendance and well-being of students 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 students.
- Monitor and support teaching and learning through learning walks, half lesson observations (including facilitating peer observations) across the year groups they lead.
- Use our Management Information System (Go4Schools) to monitor the progress of their cohort of students and individuals within it.

### **All Middle Leaders (Heads of Departments, 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 he/she has 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: at each parents' evening and via email, parents and carers are asked to complete both the Parentview questionnaire and our own evaluation survey, 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.
- Student voice feeds into our development planning. Departments carry out student evaluations during the academic year and year 11 and year 13 complete a transition 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 support 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	<p>Establish support procedures for non-specialist teachers.</p> <p>Complete departmental / year review, following August outcomes data.</p> <p>Middle Leader presentations of review to Principal And SLG Line Manager.</p> <p>Year 11 progress data monitoring following November exams.</p> <p>Key Stage 3 progress data monitoring following assessments and reports.</p> <p>Learning walk / ½ lesson observations of staff.</p> <p>Parent feedback (Year 7 Meet the Tutor and 12 Parents' Evening).</p>	<p>Learning walks.</p> <p>Discussions with staff.</p> <p>Monitor staff wellbeing.</p> <p>Form representative and House Council meetings.</p> <p>Departmental / Year Meetings as per calendar.</p> <p>Provide training opportunities for staff.</p>
Spring Term	<p>Book scrutiny.</p> <p>Key Stage 3 progress data monitoring following assessments and reports.</p> <p>Year 11 progress data monitoring following mock exams.</p> <p>Student feedback (year 12).</p> <p>Parent feedback (Year 11, 9 and 10 Parents' Evening).</p> <p>Learning walk / ½ lesson observations of staff.</p>	<p>Remain up to date</p> <p>On local and national developments.</p> <p>Monitor student attendance and wellbeing.</p>
Summer Term	<p>Book scrutiny.</p> <p>Key Stage 3 progress data monitoring following assessments and reports.</p> <p>Transition survey (years 11 and 13).</p> <p>Learning walk / ½ lesson observations of staff.</p> <p>Parent feedback (Year 7 and 8 Parents' Evening).</p> <p>Ensure schemes of work and curriculum maps are In place for next academic year.</p>	