



QUALITY ASSURANCE POLICY

Presented to:

**Teach East Executive Board – 16 June 2021
Four Cs Trust Trustees – 1 July 2021**

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¹ This is the date the policy was approved by the meeting

² This is the date the policy was reviewed prior to its approval above

³ This is the date as set by the policy review clause or the date approved plus two years

Quality Assurance Policy

1. Aims and Values

- 1.1 Teach East is committed to ensuring a high standard of training provision that complies with the requirements and standards for Qualified Teacher Status. The partnership recognises that the implementation of effective quality assurance processes and procedures is fundamental to the realisation of the above commitment. Teach East strives to review and improve its practice continually to ensure the best possible outcomes for all stakeholders.

2. Overview of the Quality Assurance Process

- Recruitment
- Quality of school based placements
- Consistency and accuracy of assessment
- Quality of training sessions

2.1 Recruitment and Retention

2.1.1 Recruitment of Trainees

- 2.1.1.1 The recruitment of trainees who are academically, professionally and personally ready for the demands of the training year is essential in producing high quality teachers for Peterborough. It is desirable for all applicants are expected to have some experience of working within a school setting (this can also be made a condition of offer for some candidates). If there is no evidence of recent and relevant experience within the application, then applicants will be asked if they have anything arranged before being considered for interview.

- 2.1.1.2 As a partnership we are looking to attract graduates with a 2:2 degree or higher. Candidates with a third class degree and significant school experience may be considered. For secondary applicants where the degree is not in the specialist subject, but the applicant has an A level in that subject or significant experience, an offer may be made with a condition of completing a Subject Knowledge Enhancement course. Teach East is compliant with skills tests and NARIC checks. Headteachers of the partnership schools identify the course subject/types where they can support training and where they perceive a need in terms of future/employment recruitment.

- 2.1.1.3 The interview process involves staff from partner schools and requires trainees to show evidence of their subject knowledge. During formal interview we look for candidates who have a clear passion for teaching and an understanding of the pressures which teaching may present. Candidates are also expected to engage in presentation of curriculum materials in a classroom simulation activity.

2.1.2 Recruitment of Mentors

- 2.1.2.1 The aim is that the partnership will have the most proficient and experienced mentors from schools within partnership who are able to support, challenge and identify training needs in order to support the trainees from recruitment through their training and into their NQT year.

- 2.1.2.2 To ensure we have the highest quality mentors there is a clear recommendation/selection and quality assurance procedure in place (see Section 2.2.3).
- 2.1.2.3 Mentors will be recommended to Teach East by Headteachers of partner schools. Mentors will ideally have at two years' teaching experience and be recognised within their own school as demonstrating high levels of teaching ability and professionalism.
- 2.1.2.4 Potential mentors will submit a professional 'pen portrait' to Teach East Co-Directors, who will then begin the process of allocating mentors to trainees. All mentors will attend mentor training (see Section 2.3.1).

2.2 Quality of School Based Placements

2.2.1 School Selection and Allocation

- 2.2.1.1 Upon agreeing to be a Teach East partner school, Headteachers attend a meeting to sign a partnership agreement; this clearly outlines Teach East's expectations of schools, mentors and trainees and also states Teach East's responsibilities to supporting the schools.
- 2.2.1.2 Teach East works in close collaboration with its partner schools and strong working relationships exist between the senior leaders of partner schools and the Directors. Frequent meetings are held by the Directors with all schools to discuss their needs and to ensure that all parties are confident in their ability to bring about the best outcomes for trainees.
- 2.2.1.3 In allocating placements, trainees are matched with schools which the Directors feel best support their individual needs and circumstances. Regular discussions take place between the Directors and trainees, ensuring that a professional working relationship exists between themselves and their mentor.

2.2.2 Mentor Selection and Training

- 2.2.2.1 The aim is that the partnership will have the most proficient and experienced mentors from schools who are able to support, challenge and identify training needs in order to support the trainees from recruitment through their training and into their Early Career Induction period.
- 2.2.2.2 All mentors are expected to attend two induction sessions before the start of each academic year; one to cover the mentoring process and mentoring under the Teach East programme and a second for new mentors involving guidance on:
 - Clear co-mentoring.
 - Reflective tasks.
 - Lesson observation.
 - Lesson feedback.
 - Mentor meetings.
- 2.2.2.3 In addition to this, mentors are expected to attend up to four training sessions throughout the year; these may be allocated to all or a selection of mentors in light of the findings of the quality assurance visits.

2.2.3 **Quality Assurance of Schools**

2.2.3.1 Teach East employs a team of Peterborough based senior leaders to visit partnership schools to quality assure the provision provided for trainees. These visits take place twice throughout the training year; through these visits the quality assurer will review the progress made by the trainee and evaluate the school's ability to support the trainee's development. Quality assurers may request to see evidence of:

- A clear induction programme.
- Time allocated for weekly mentor meetings.
- Evidence of in school training activities to support trainees.
- Involvement of senior leaders in observations of trainees.

2.2.3.2 Quality assurers will also observe mentors providing feedback to trainees in order to evaluate both the accuracy of their judgements (see section 2.3.2) and evidence of a supportive and professional relationship between mentor and trainee. All findings are fed back to the Directors so they can monitor any concerns which have arisen or highlight any outstanding practice.

2.3 **Consistency and Accuracy of Assessment**

2.3.1 **Mentor Training**

2.3.1.1 During the course of the year mentor training will take place. One of the key aspects of this training is to provide assurance that judgements of trainees are accurate. Mentors participate in a brief moderation of judgements, discussing their trainee's practice and exploring evidence to support their judgement in line with the guidance set out by Teach East. Any inaccuracies in judgements will be noted and reviewed by the Directors.

2.3.1.2 Training sessions provide mentors with an opportunity to discuss any concerns they have about their mentoring and request additional support from Teach East should they require it.

2.3.2 **Quality Assurance**

2.3.2.1 Quality assurance visits (as outlined in Section 2.2.3) provide regular feedback on the judgements and support mentors provide. Quality assurers observe a trainee's lesson alongside the mentor, discuss their judgements and observe the mentor giving feedback to the trainee. Quality assurers then feedback to the Directors who will address any concerns about mentor's judgements or trainee progress. (See Appendix 1)

2.3.3 **Quality Assurance of Quality Assurers**

2.3.3.1 Directors carry out checks on quality assurers to ensure consistency across the partnership.

2.3.4 **Monitoring**

2.3.4.1 The trainee will self-evaluate their progress against the Review Points aligned to progress towards Teacher Standards at regular intervals during the course, using the online assessment tool (Standards Tracker) and attaching examples of quality evidence

against the Standards to support these self-evaluations. The trainee's evaluations and supporting evidence is verified by mentors and reviewed during the trainee's QA visit.

2.3.4.2 Weekly observations take place within placement schools; these forms are also uploaded to Standard Tracker for review by the Directors. Any judgements which do not appear consistent with Teach East's lesson observation guidance are flagged. Mentors who repeatedly upload flagged reports will be offered support.

2.3.4.3 Trainees' progress is reviewed at regular intervals through the training called Review Points, assessing their strength and areas for development and determining whether or not they are On Track to meet Teacher Standards. Trainees not making expected progress are identified and support plans put in place.

2.4 **Quality of Training Sessions**

2.4.1 **Training Overview**

2.4.1.2 Trainees attend the training centre at Arthur Mellows Village College, or another city school, one day a week. During these days they receive high quality training on educational policy and legislation, pedagogical theory and classroom practice in line with the entitlement set out in the ITT Core Content Framework.

2.4.2 **Recruitment of Subject Tutors**

Sessions are delivered by current classroom teachers (including SLEs and former ASTs) and experts in their field; each subject tutor must be recommended by a member of SLT in one of our partner schools. Subject tutors' schools receive payment for their preparation time and school release time.

2.4.3 **Evaluation of Training**

2.4.3.1 The quality of central training delivered is evaluated by the trainees at the end of every session. This feedback then enables the Directors/tutors to make the necessary amendments to further training sessions.

2.4.4 **Steering Group**

Each term a committee of all stakeholders (Executives, Directors, mentors, trainees, NQTs, Headteachers) meet to discuss the course, identifying areas for development and recognising and sharing best practice. As part of this meeting stakeholders are given opportunity to review the quality of training provided and to make suggestions for amendments to the future training schedule.

3.0 **External Moderation and Quality Assurance**

3.1 As an accredited Provider Teach East are required, in line with ITT Criteria, to ensure rigorous external moderation and Quality Assurance. This process ensures that all Teach East practices and documentation are of suitable quality and enhance the experience of the trainees. It also ensures standardisation and ratification of Teach East internal quality assurance and monitoring, and judgments made by the Directors and Senior Team.

3.2 Teach East employs the services of externally appointed and verified moderators three times a year to ensure consistency and appropriate evaluation. Any findings from external evaluations are used to help Teach East develop as a provider and put in place any necessary steps to improve.

4.0 **Review**

4.1 The Trust Board will review this policy in line with the procedure for policy review.

Date for Review

If no other reason for review, this policy will be reviewed every three years by the Trustees with the next review being Summer 2024.

Appendix 1

Evidence for Quality Assurance Judgements made by QA on School Visits

The QA will look at the following during their planned visit to schools:

Quality and range of placements

Judging the quality of the placement (including Ofsted grade); compliance; strengths known by Teach East and used within training, interviewing, module planning etc; placements matched to trainee needs; criteria and process for selection and deselection.

Joint observations

To check judgements of the mentor and check trainee progress.

Analysis of trainees' teaching files and records of evidence

Including the feedback they receive and the developmental targets they are set in relation to the Standards (organised files in line with recommended formats; files up to date and including lesson plans, schemes of work and teaching resources; trainees' self-evaluations and/or reflective journals; information about pupils'/learners' progress; profiles/portfolios of evidence; subject knowledge audits and records; records of feedback meetings with mentors and reviews of targets; assignments, directed tasks and feedback sheets).

Standards Evidence

Observing recorded examples, clearly signposted.

Trainee Subject Knowledge

Identification of trainees' relevant subject and curriculum knowledge and understanding, and response to trainees' specific training needs.

School Opportunities

Opportunities for trainees to gain practical experience of working successfully in the school or setting; for those working in challenging socio-economic circumstances and those schools judged as 'requires improvement'.

Accuracy of Judgements

Clear understanding of grades and language used (orally and in written form) is matched.

Mentor Written Feedback

Clearly written and unambiguous; care that vocabulary used matches the grade given; written as an evaluation of a lesson (making judgements) rather than recounting the lesson as a diary extract; providing targets matched to the relevant Standard.

Oral Feedback

Observing the quality of oral feedback and the involvement of the trainee; feedback which is focused on learning; making reference to the Standards; enabling the trainee to analyse and reflect on practice; using open-ended probing questions to encourage the trainee to explain in more depth their reasons for

using a particular strategy; checking subject knowledge; explaining in more depth their reasons for using a particular strategy.

Target Setting

Targets that are focused on strengthening teaching than on completing tasks; using subject-specific targets; targets which are precise and identify the small steps they need to improve and link to any gaps in subject knowledge; trainers providing high quality written feedback.

The School and Trainee Experience

Through feedback, finding out how supportive the mentor was; knowledgeable, challenging and professional; punctual and providing good quality documentation to the trainee and Teach East as required.

Possible action following QA team visit:

- Informal advice
- Written advice
- Recommendation to have further training

Appendix 2

COVID Addendum - May 2021

1. In light of enforced limitations on school opening and variance of internal COVID protocols across the partnership, Teach East Quality Assurance procedures are also subject to limitation; all efforts are made to ensure that robust monitoring and quality assurance takes place across virtual platforms
2. In accordance with point 1, all Quality Assurance and Monitoring is conducted and standardised by Teach East staff internally or via virtual platforms; external monitoring is conducted via appointment and through agreed mediums.
3. Live visits only take place where it is deemed appropriate and necessary, and in agreement with all parties
4. Teach East remain in constant contact with Partnership schools to outline any enforced or necessary changes to quality assurance procedures and their role therein