



**RAINHILL  
HIGH SCHOOL**



**RainhillSixth**

# QUALITY ASSURANCE POLICY





**RAINHILL  
HIGH SCHOOL**



**RainhillSixth**

# QUALITY ASSURANCE POLICY

<b>STATUS</b>	<b>NON-STATUTORY</b>
<b>RESPONSIBLE COMMITTEE</b>	Local Governing Board
<b>APPROVAL DATE</b>	19/03/2024
<b>RENEWAL DATE</b>	19/03/2025



SCHOOLS IN PARTNERSHIP

**STEPHENSON**

MULTI ACADEMY TRUST

T

## Contents

1. Introduction.....	3
2. Procedures and practice.....	4
3. Concluding notes.....	7

---

## 1. Introduction

### 1.1 Aims

Quality Assurance at Rainhill High School provides the foundation upon which **excellence** is built, excellence across every aspect of school life.

Systems, procedures and protocol within school exist to ensure that we achieve our core aims of **Everyone Learns, Thinks, Contributes and Cares**.

Quality Assurance then ensures that

- There is consistency of practice across the curriculum and all systems, procedures, and protocol
- The quality with which the curriculum and all systems, procedures and protocol are executed, or followed, is of a consistently high standard that is entirely commensurate with being **In Pursuit of Excellence**.
- Where practice falls below the required standards, support is deployed effectively to enable swift and sustained impact
- A culture of reflective practice and continuous improvement; of seeking to 'reflect on your practice and seek to improve' as per the Rainhill Standards for Teachers, is embedded securely and effectively within the culture of the school
- **Ultimately, Quality Assurance ensures that our pupils receive the education that they deserve and are supported effectively to reach their potential.**

### 1.2 Consultation

This policy was written by Wendy Segal, Deputy Headteacher - Quality of Education, in consultation with

- Ms Louise Aylward, Assistant Headteacher, Quality of Education
- Middle Leaders – Middle Leaders' meetings in HT2 and HT3
- School SIP – Term 1 2022/23

## 2. Procedures and practice

### Leaders – AHT PD/HoF Citizenship/YSM/YPL/KSPL

- QA of form groups to ensure that Rainhill Standards are in place; that the Tutor programme is being adhered to effectively
- YPL/YSM/Form Tutor/SLT (as appropriate) will QA the monitoring reports for the pupil/s who are reporting to them on Tutor/YSL/YPL/KSPL/SLT PSP report, initiating action where reports are ambiguous, incomplete or not of the required policy
- KSPL and YPL will QA the behaviour ‘hot spot’ metrics to ascertain patterns across school or with pupils – initiating interventions from a pastoral perspective with either child or class teacher.
- YPL/KSPL will QA the behaviour records to identify
  - Progress of pupils on monitoring cards
  - Where pupils’ behaviour and attitude to learning regularly falls short of Rainhill Standards

Intervening where practice falls short of expectation in order to ensure that pupils are supported at all times to achieve Rainhill Standards and adhere to the behaviour policy

### Leaders – SLT/HoF/HoD/TLR

- HoF/HoD/TLR holders QA QE through - lesson walks, pupil work, pupil voice and ATL outcomes frequently every HT, to check the Quality of Education is effective. Areas of development are identified and feed into subject specific CPD led by HoF/HoD/TLR holders. This is monitored by LM in fortnightly LM meetings, AHT QE through QA tours & DHT QE
- HoF/HoD/TLR holders complete QA tour with SLT Line Manager at least every half term to review impact of CPD on QE.
- HoF/HoD/TLR holders complete a termly summary of QE using all aspects of QA (lessons, pupil work, pupil voice, assessment outcomes, ATL, attendance, enrichment participation). Outcomes will feed directly into DDP/DSEF. This is monitored by LM, AHT QE & DHT QE
- HoF will complete QA tour with Headteacher annually
- Where there is staff absence, HoF/HoD/TLR holders will QA the learning of classes who have had a supply teacher to ensure that Rainhill Standards are being adhered to and the Quality of Education is effective
- HoF/HoD/TLR holders will QA weekly the homework set – both in terms of quality, quantity, and adherence to the scheme
- HoF, TLR holders will QA markbooks for

- consistency and accuracy of completion.
- Progress of key individuals identified as underperforming in last LP
- Progress of SEN, DIS, LAC/PLAC and other groups

Intervening where practice falls short of expectation in order to ensure teaching and learning remains effective.

- HoF/TLR QAs Key Knowledge, Scheme of Learning, lesson planning, resources and assessments for each year group to ensure that they are sequenced to effectively deliver the curriculum and adapted to address the needs and starting points of all pupils in that subject
- HoF will QA outcomes at LP point, identifying the performance of key groups and classes and ensuring that this is in line with expectation – intervening where this is not the case with pupils and with teaching staff to develop the subsequent curriculum provision, so all pupils achieve well
- Lead Practitioner - Literacy will QA the quality of writing and reading across school to ensure that
  - The implementation of SPaG strategies are being addressed routinely and effectively across all subject areas
  - Reading skills are being taught in line with school expectations

Intervening where practice falls short of expectation to ensure that routine good practice in the teaching of literacy has sustained impact.

## SENCO/Ass SENCO

- SENDCO/Ass SENDO will QA the behaviour 'hot spot' metrics to ensure that all SEN pupils included are identified and interventions reviewed (if no impact) or initiated
- SENDCO will use QA Summary to ascertain where SEN practice has been identified as 'ineffective or emerging', in order to ensure that individual teachers are contacted, and that support is put in place
- SENDCO will ensure that lessons undergo QA routinely, on a rolling basis, to ensure that standards required for SEN pupils (K and E) are excellent and that learning plans are adhered to
- SENDCO will QA pupil work routinely, on a rolling basis, to ensure that SEN pupils' learning is in line with non-SEN pupils and individual plans [IEP or EHCP]
- SENDCO will QA the interventions that take place within the SEN base to ensure that
  - Teaching and learning is effective
  - The intervention remains appropriate for the pupil/s involved
  - LSAs are deployed effectively, efficiently and have the required skills and knowledge to support their designated pupil or pupils.

## Subject teacher

- Subject teachers use formative assessment strategies to QA a selection of pupil work per class per lesson to ensure that learning has been effective and to inform future planning.

## 2.2 Roles and responsibilities

**The Governing Body** will review and evaluate Rainhill High School's practice through

- Termly LGB meetings
- Reports from the school SIPs
- Routine liaison with the Headteacher and Senior Leadership Team
- Link Governor visits
- Opportunities to engage in pupil voice, teacher voice

**The Headteacher** will review and evaluate Rainhill High School's practice through

- SIP reports and visits - Termly
- Line Management Meetings with the SLT - Fortnightly
- Annual appraisal and mid-point reviews of the SLT
- The review of data (academic, pastoral) at key points - Termly
- The review of the School Development Plan - Termly
- Reports presented at SLT meetings – As per calendar
- Parent and pupil voice activities – As per calendar

**Senior Leaders** will review and evaluate Rainhill High School's practice through

- HT meetings to review QA data half termly, along with specific actions and the impact of any previous actions
- Termly exam review / Achievement Board meetings to review and QA reports from HoF/YPL evaluating relevant data at LP points
- Routine joint Developing Good Practice reviews, undertaken with the HoF to triangulate departmental QA and subsequent actions
- Annual Examination Review undertaken alongside HT
- Leading Curriculum Area Reviews (CARs); Themed Area Reviews (TARs); Subject Area Reviews (SARs) undertaken on a calendared basis
- Appraisal, Mid-term review of HoF/D who are line managed by SLT
- Routine review of DSEF/DDP with HoF/D KSPL/YPL
- Annual review of teaching staff against proposed teaching groups for following academic year – both within and across subjects
- Annual curriculum review
- Annual QE review

**Heads of Faculty, Heads of Department, SENDCO, TLR holders and KSPL/YPL** will review and evaluate Rainhill High School's practice through

- Reporting to SLT LM or HoF (TLRs) on outcomes of QA undertaken in a half term – and subsequent actions taken/impact from previous actions
- Reporting to SLT LM or HoF (TLRs) on LP outcomes [in terms of year, class, group (SEN DIS LAC/PLAC etc)] – and subsequent actions taken/impact from previous actions
- Participating in whole school or departmental CAR/TAR/SAR process
- Systematic QA of pupil work, lessons (developing good practice), pupil voice, behaviour logs
- Ensuring that the DSEF DDP reflects whole school priorities (SDP) and that this is reviewed termly with SLT LM
- Annual curriculum review
- Annual QE review
- Appraisal and mid-term review for all staff

**Subject Teachers**, in line with The Rainhill Standards, will review and evaluate Rainhill High School's practice through

- Engaging with QA activities (pupil work review, developing good practice, pupil voice, LP outcomes) and demonstrating a commitment to continued professional development
- Prepare for, and engage with, annual Appraisal and mid-point reviews as part of a commitment to upholding the ethos of the school and demonstrating a commitment to continued professional development
- As a proactive practitioner, identify areas for development in own practice and seek out professional development, support and coaching where required to ensure that the ethos of the school and Rainhill Standards are always upheld
- As a reflective practitioner, identify where behaviour for learning is not in line with Rainhill Standards and seek support and professional development where necessary
- As both a proactive and reflective practitioner, ensure that the needs of SEN pupils are met in every lesson, seeking support and professional development where necessary
- As a valued member of your curriculum area, work collaboratively to coach, mentor, mutually improve colleagues within your department
- As a professional, ensure that all policies, procedures, and protocols within Rainhill High School are always adhered to
- As a professional, ensure that Teachers' Standards are always met, seeking support and professional development where necessary

## 3. Concluding notes

### 3.1 Monitoring and review

Governors with responsibility for Curriculum, Literacy, SEN, PDBW are primarily responsible for monitoring the implementation of this policy. This will be through discussion with the SLT responsible in each area and consideration of the evidence presented. The Governor will report this to the relevant committee annually.

### 3.2 Links to other policies

The following policies should be read in conjunction with this

- Assessment Policy
- Behaviour Policy
- SEND Policy
- Literacy Policy