

# Quality Assurance Policy 2020-2021



**SHOOTERS HILL**  
SIXTH FORM COLLEGE

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## **Purpose**

The purpose of this document is to provide a framework for Quality Assurance that presents Governors, staff and the wider community with an indication of how Shooters Hill 6<sup>th</sup> Form College is committed to meeting the expectations of all its clients and satisfying the requirement of each of its stakeholders.

The quality of service offered covers all aspects of our operation and includes:

1. the study programmes we offer including pastoral and work-related learning
2. the teaching and instruction we provide
3. all our services, practices, processes and products

We continuously record, monitor and critically review all our activities and at all times and endeavour to improve our performance.



## **Policy Statement and Terms of Reference**

Shooters Hill Sixth Form College is committed to providing the highest quality provision through the continuous improvement of its standards, expectations and performance. In order to do this, it is our policy to:

- Improve the quality of the student experience by monitoring, reviewing and continuously improving the quality of our Teaching, Learning and Assessment, pastoral delivery and support and student personal development
- Improve the quality of the careers strategy and develop a network of employers for work related learning opportunities
- Set, monitor and develop standards and targets through Performance Management for all areas of activity and all College teams against national or local benchmarks where possible
- Provide a variety of means for our students, stakeholders to express their views on our services and have them taken into account
- Be responsive and accountable to our many stakeholders, including students, parents and carers, employers, the local community, partner schools, qualification awarding bodies and government agencies
- Develop and maintain a college philosophy which is self-critical, honest, transparent and promotes equality, inclusion and diversity
- Establish and maintain Quality Assurance systems and procedures that enable us to evaluate our strengths and weaknesses and respond to improvement needs effectively and in a timely manner
- Ensure that staff are able to respond effectively to the challenges of self-assessment, targets and continuous improvement by investing in developing the skills of individuals through training
- Work to a student charter that sets out the minimum standards that our students are entitled to receive, supported by an easily accessible and responsive complaints procedure
- Share best practice across the college so that all learners benefit from consistently high standards

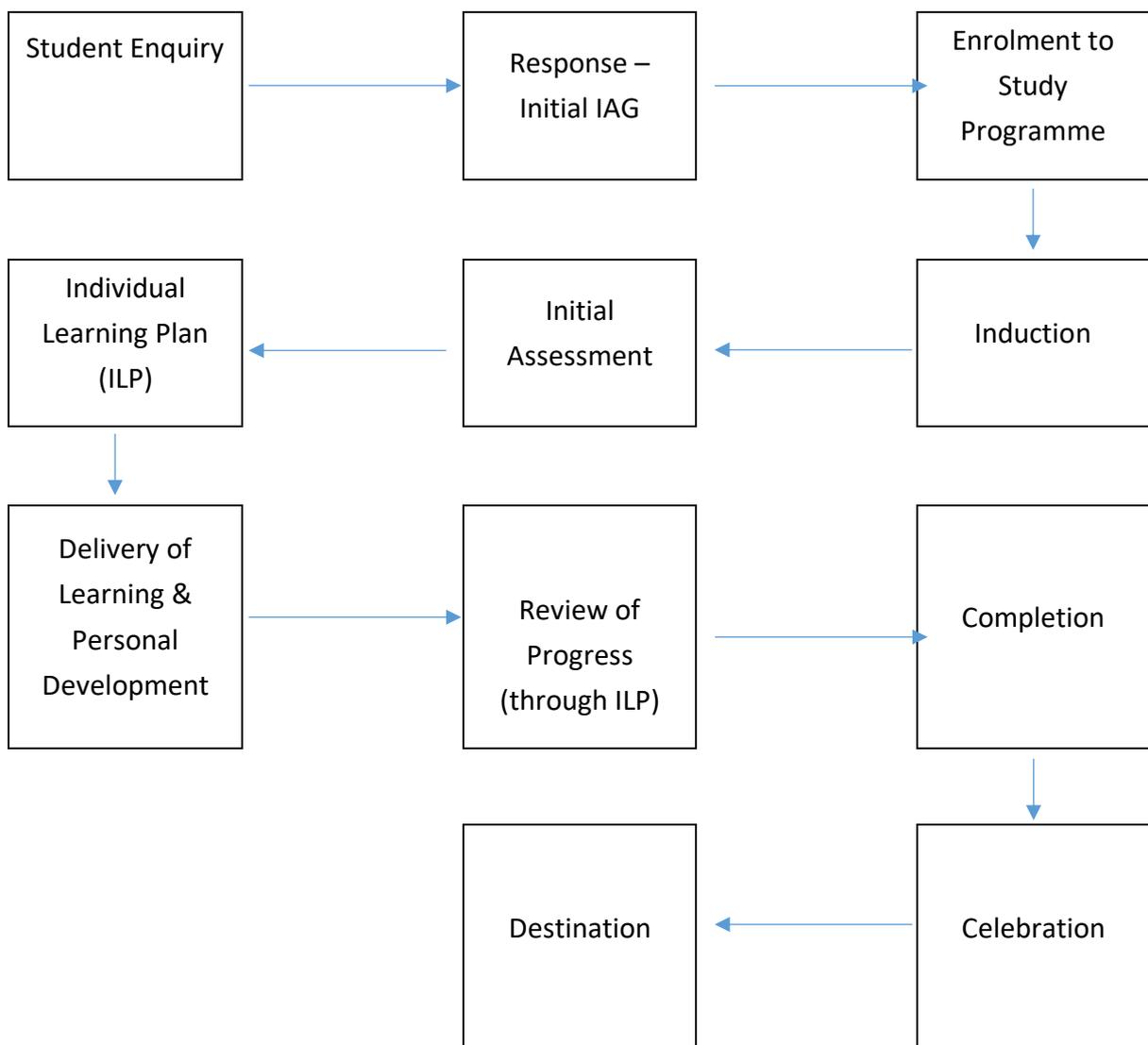
- Develop written policies and procedures to support all staff and students

## Student Journey

The common process that students follow when they join the 6<sup>th</sup> Form College is called the Student Journey.

The diagram displays the key “stepping stones” that our students take from the moment they first become interested in one of our study programmes until the time they achieve their goals and progress to their destination.

Our quality assurance system has been designed to ensure that these “stepping stones” are properly controlled, monitored, evaluated and improved.



## **Accountabilities**

The quality of provision is accountable to the Governor Quality, Standards Committee. The college Quality Improvement Plan (QIP) drives the agenda for the quality team and its sub group.

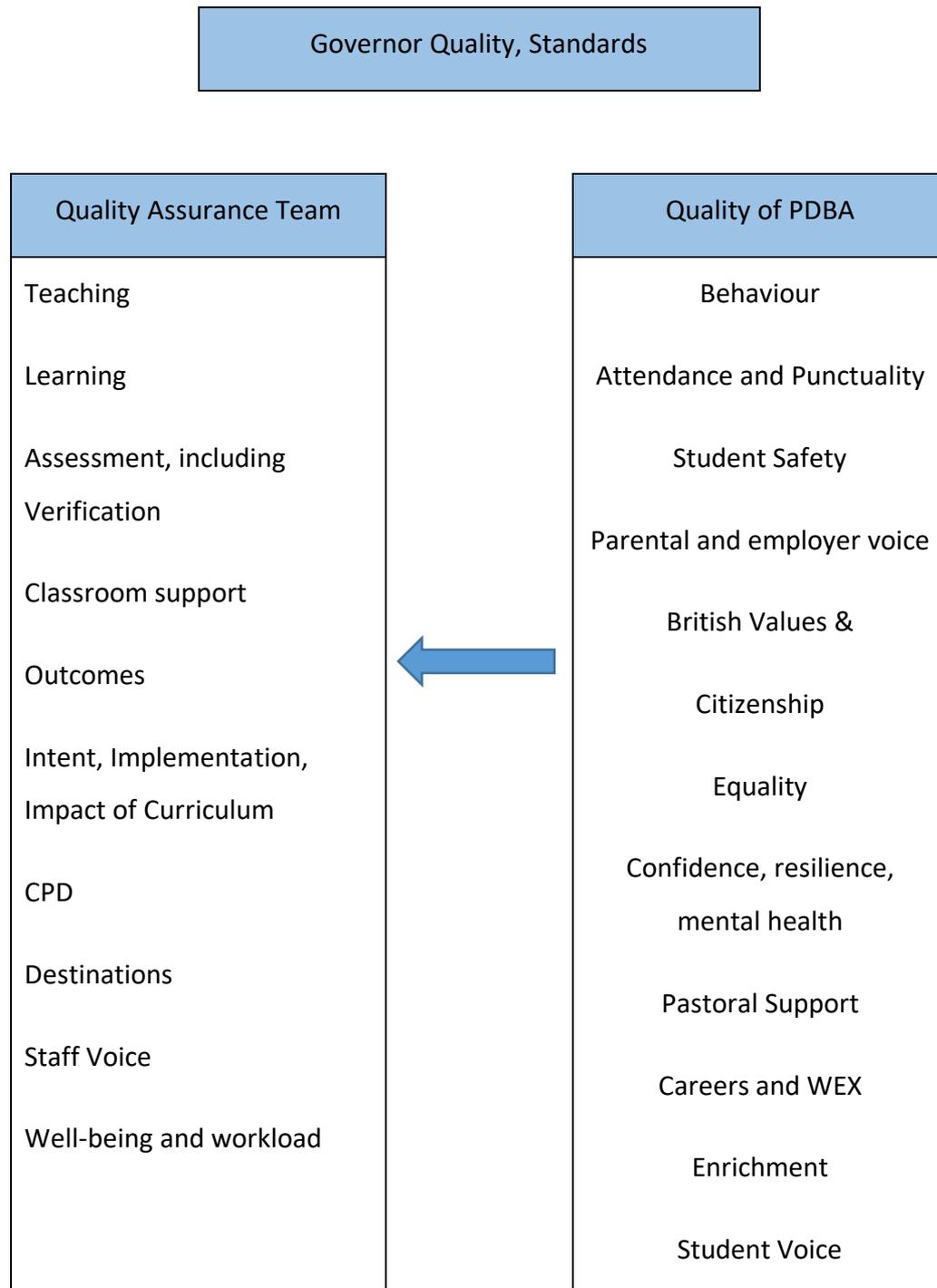
The Vice Principal will attend both working groups to oversee progress.

The Assistant Principal for Student Services will attend and report back to the Quality Team 4 times per term.

The Vice Principal will meet regularly with the chair of the Governor committee and agree the agenda for the board on a termly basis.

The Quality Assurance team will agree the quality calendar for the academic year and seek to hold staff responsible for the implementation and outcome of all aspects of delivery.

## Quality Group Structure



## The Quality Assurance Team

The Quality Team will organise and lead the whole College calendar of quality assurance activities, develop, monitor and implement the whole College quality cycle including the quality calendar, lesson observations, student, employer and stakeholder feedback and engagement.

| Role   | Name                     | Position   |
|--|--------------------------|--|
| Quality Standards Lead   | Geoff Osborne            | Vice Principal   |
| Maths, English, UPS, TLA   | Jacqueline Takpimivbiomo | Assistant Principal - STEM                                 |
| Learning Technologies,<br>Academic Study,<br>observation of TLA  | Andrea Knight            | Assistant Principal – Digital<br>Innovation & Services     |
| Assessment, RAP, TLA, BTEC<br>provision, CPD   | Sophie Farmer            | Assistant Principal –<br>Creative & Physical<br>Industries |
| Student support, CPD,<br>Middle Leader training,<br>well- being and Workload,<br>TLA, Equality and Diversity | Natalie Osborne          | Assistant Principal –<br>Inclusion                         |
| Literacy   | Helen Philips-Safari     | Curriculum Leader - English                                |

The quality team will meet weekly to review and evaluate progress of the quality cycle, determine intervention where necessary and plan the sharing of good practice where appropriate.

## **Quality of PDBA Team**

| Role   | Name           | Position   |
|--|----------------|--|
| Pastoral, Behaviour and safeguarded students | Alex Rolfe     | Assistant Principal – Student Services               |
| Careers, Enrichments and Apprenticeships     | Sarah Stocking | Director of Employability                            |
| Pastoral, mental health, PSHE                | Michelle Fante | Pastoral Care Manager                                |
| Sports, enrichment and community             | Viv Barrett    | Curriculum Leader Health, Sports and Public Services |

The PDBA team will determine procedure and policy within each domain, develop mechanisms to determine impact and progress and assist with quality audits as defined by the Vice Principal.

### **Additional Quality Personnel**

As determined by the Chair of the Quality Standards Committee and the Vice Principal external consultants may form part of a quality team in any audit process. These may be specialists within a particular area of expertise or members of the local authority such as School Improvements Advisors.

## **Quality Assurance Process**

For each of the quality themes a mechanism will be used to monitor performance and determine the degree to which we are meeting our standards and the expectations of our students and stakeholders.

The Quality Team has identified areas of College activity for which there shall be written quality process describing the manner in which each activity is to be carried out and the performance standards to be achieved

Each process will:

- Comply with the College policy in that area of activity if appropriate
- Have a written set of expectations and standards
- Be written in the common agreed College format
- Identify measurable standards of performance
- Be annually reviewed by the activity lead and those carrying out the work

All quality process shall be approved by the Quality Team and each procedure shall form part of the College Quality Assurance Cycle.

The Vice Principal shall be responsible for the development and maintenance of the College Quality Assurance Framework

Unscheduled internal audits will be carried out when circumstances arise which, in the opinion of the Quality Team, require further evidence of our performance in any area of activity to be obtained. In particular, the Vice Principal or Principal shall organise audits of learning programmes which fail to meet performance targets.

## Quality Assurance Themes

| <u>Time</u> | <u>Theme</u>   | <u>Description</u>  | <u>Responsible</u> | <u>Terms of Reference</u>                               | <u>Outcome/Evidence</u> |
|-------------|--|---|--------------------|---|-------------------------|
|             | <b><u>Quality Challenge</u></b>                            | A half termly departmental review of the relevant quality themes  | GO                 | <b><u>Common Inspection Framework</u></b>               | Challenge report.       |
|             | <b><u>Internal Verification</u></b>                        | A procedure for monitoring the quality of assessment of students' work across the College and ensuring that assessment processes and decisions meet the requirements of the relevant awarding | GO/SF              | <b><u>Departmental and BTEC Assessment policies</u></b> | Audit documents         |
|             | <b><u>The Observation of Teaching &amp; Learning</u></b> – | A procedure for systematically monitoring and evaluating learning sessions across the College in order to improve the quality of teaching and learning.                                       | AK                 | <b><u>T&amp;L Policy Capability</u></b>                 | T&L Matrix              |
|             | <b><u>External Verification</u></b> –                      | Monitoring of reports to ensure that the quality standards set by external awarding bodies are met by extracting Actions and Recommendations and ensuring they are                            | SF                 | <b><u>EV Reports</u></b>                                | Audit Documents         |

|  |  |   |    |  |   |
|--|--|---|----|--|---|
|  |  | Implemented.  |    |  |   |
|  | <b><u>Student Voice</u></b>                    | – Various mechanisms of collection to ensure that the learner community voice is heard and reasonable adjustments can be implemented. This will be against a range of categories including MAGT, UCAS, BTEC and Department.   | AK | <b><u>Student Voice Policy</u></b>                   | Audit Documents                         |
|  | <b><u>Curriculum Planning –</u></b>            | A system of validating and revalidating Study Programmes carried out by Quality Team to ensure that every new Programme is internally approved before it is run. Every existing programme which is a cause for concern because of it's performance is investigated in order to determine the best course of action. | GO | <b><u>Recruitment, achievements and progress</u></b> | Curriculum planning documentation       |
|  | <b><u>Employer and Stakeholder Voice –</u></b> | Evaluation of stakeholder perception and employer feedback on the performance of students and their work readiness.   | SS | <b><u>Employability Strategy</u></b>                 | Employability evaluation report         |
|  | <b><u>Marking and Assessment</u></b>           | The scrutiny of student work to ensure effective teacher feedback is provided and students take appropriate action.   | SF | <b><u>Marking and Assessment policy</u></b>          | Formative Assessment Folder (FAF) audit |

|  |   |  |    |  |                                  |
|--|---|--|----|--|----------------------------------|
|  | <b><u>Performance Management –</u></b>    | The monitoring of staff performance against targets and goals to ensure student progress and achievement.                              | GO | <b><u>PM Policy</u></b><br><b><u>PM Objectives</u></b>                                     |                                  |
|  | <b><u>Additional Learning Support</u></b> | The evaluation of support through observation for those students that have declared a learning support need or have high needs status. | NO | <b><u>Supported Learning Policy</u></b><br><b><u>(The observation of ALS and LSAs)</u></b> | ALS matrix                       |
|  | <b><u>Personal Development</u></b>        | The planning, monitoring and evaluation personal development strategies  | AR | <b><u>Personal and course tutor roles and responsibilities</u></b>                         | Audit Documents and case studies |
|  | <b><u>Staff Well being –</u></b>          | The collection of staff feedback and the delivery of staff satisfaction  | NO | <b><u>Staff well being strategy</u></b>  | Evaluation Documents             |
|  | <b><u>Behaviour and Attitudes</u></b>     | The evaluation and impact of behavior policies and procedures and the attendance and punctuality strategy                              | AR | <b><u>Behaviour expectations</u></b><br><b><u>Attendance and Punctuality</u></b>           | Audit Documents                  |
|  | <b><u>Enrichments</u></b>                 | The evaluation and impact of the additional personal development, non qualification activities that form part of the student’s         | VB | <b><u>Enrichment Strategic</u></b>   | Audit Documents                  |

|  |  |   |                  |   |                          |
|--|--|---|------------------|---|--------------------------|
|  |  | study programme.  |                  |   |                          |
|  | <b><u>Employability –</u></b>                          | The measurement of distant travelled of personal and social confidence and careers education, information and advice.                                 | SS               | <b><u>Employability Strategy and Departmental Plans</u></b> | Employability Evaluation |
|  | <b><u>Raising Achievement and Progress (RAP) –</u></b> | The analysis and justification of student’s current progress against minimum expectations.  | SF               | <b><u>RAP Strategy</u></b>                                  | Audit Documents          |
|  | <b><u>Pastoral Support Services -</u></b>              | The evaluation of pastoral and subject tutorial support.  | AR               | <b><u>JDs Roles and Responsibilities</u></b>                | Audit Documents          |
|  | <b><u>Self Assessment Reports (SAR)-</u></b>           | The evaluation of whole College (by the Senior Leadership Team) and departmental (by Curriculum Leader) delivery and impact within the academic year. | GO               | <b><u>Common Inspection Framework</u></b>                   | SAR Document             |
|  | <b><u>Quality Improvement Plan (QiP) –</u></b>         | The identification of weaknesses and the planning of continuous improvements.   | GO               | <b><u>Common Inspection Framework</u></b>                   | QiP Document             |
|  | <b><u>Corporate Services</u></b>                       | The evaluation of IT, Finance, Human Resources, Premises and Accommodation  | <b><u>GO</u></b> | <b><u>Service Level Agreements –</u></b>                    | Evaluation Documents     |

|  |                                      |  |                     |   |                      |
|--|--------------------------------------|--|---------------------|---|----------------------|
|  |                                      | services.  |                     | <b><u>Expectations and Standards</u></b>                            |                      |
|  | <b><u>Management Information</u></b> | The evaluation of MIS, marketing, promotion, recruitment and examination services.               | <b><u>GO</u></b>    | <b><u>Service Level Agreements – Expectations and Standards</u></b> | Evaluation Documents |
|  | <b><u>Staff Training</u></b>         | The evaluation of the effectiveness of the staff development programme                           | <b><u>SF/NO</u></b> | <b><u>Staff Development strategy</u></b>                            | Evaluation Documents |
|  | <b><u>UCAS</u></b>                   | The evaluation of the UCAS strategy, its timely completion and student and parental satisfaction | <b><u>AK</u></b>    | <b><u>UCAS Handbook</u></b>   | Evaluation Documents |