

Catch22 Independent School Policy

Quality Assurance Policy

Include Suffolk

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This policy will be reviewed every 4 years.

Catch22 reserves the right to amend this policy, following consultation, where appropriate.

Policy Owner:	Headteacher
Queries to:	Headteacher
Date created:	August 2020
Date of last review:	August 2024
Date of next review:	August 2028
Catch22 group, entity, hub:	Catch 22 Education
4Policies level (all staff or managers only)	N/A

Catch 22 Independent Schools Education

Intent Statement

Catch22's Vision:

To deliver better social outcomes through transforming public service through the 3Ps:

Place

Supporting people to find, retain, transition safely into homes and communities

Purpose

Working with people to achieve their purpose in education, employment or training

People

Building networks of people around individuals

Our Education Mission:

To enable young people to progress and succeed in sustained education, training or employment.

We do this through engaging young **people** positively with their **purpose** through learning and future life aspirations. All our pupils achieve positive outcomes, thrive and enjoy a quality education that is delivered by skilled, passionate **people** with high expectations in a **place** that is safe, high quality and appropriate.

Our schools cater for young people aged 4-16 who are outside of mainstream education, many of whom have troubled and challenging backgrounds. We embody our vision in all we do to ensure our pupils are supported fully to achieve these goals.

Our Educational Intent:

	Evidenced in this policy?
Brilliant basics, magic moments - Support pupils to gain academic qualifications, experiences and the skills needed to move successfully to the next stage in life. - Provide a values-based curriculum, working with pupils to build their spiritual, moral, social and cultural capital and personal development Relationships beat structures - Treat pupils as individuals and help them to build bright futures in both their personal and professional lives Things about you, built with you, are for you - Understand pupils' unique needs and help them overcome their barriers to learning - Engage pupils with a broad and rich curriculum so they can realise their ambitions - Make our pupils' voices heard and harness participation to benefit pupils and help our schools to improve. Unleash Greatness - Have high aspirations for our pupils so they leave us prepared for life in modern Britain and the wider world. - Instil belief in pupils so they can progress and succeed in education, training and employment Let robots be robots and humans be human - Ensure pupils have a rounded understanding of themselves and the world around them. - Harness curiosity and nurture a love of learning. - Support and protect our pupils to be safe and feel safe online and offline. Incubate, accelerate, amplify Embrace the values of 'Rights Respecting Schools'; helping pupils thrive as individuals both as members of their school and the wider community.	Throughout 25, 33, 7, 41, 43, 1 39, 36, 27, 26, 21, 1 18, 27, 33, 36 33, 25 39, 40 1, 34, 22, 7 1, 34, 22, 7 39 26, 34 26, 2, 42, 41 28, 29, 3, 12, 13, 19, 39, 23

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1. What is the policy about?

This policy details the ways in which Catch22 and Include School monitors itself to ensure quality delivery and that it meets its intentions. The aim of this policy is to set out the procedures used for quality assurance to ensure a high quality of education across the school. It provides a clear structure for the monitoring and review of standards across the school. The education calendar lays out the timescales for QA reviews at all levels.

2. Policy requirements

Self-evaluation, reflection and refinement are the foundations of teaching, school life and Catch22. All staff are expected to be reflective practitioners who review their work and its impact regularly to ensure pupils receive the best possible education. In addition, there are specific roles and responsibilities for quality assurance set out in this policy.

Responsibilities

Trust leadership

1. Quality assurance visits, with written report provided each term from leads of Quality of Education and Personal Development, Behaviour and Attitudes
2. Annual quality assurance visits from trust leadership from leads of Safeguarding and Health and Safety with written reports and action lists
3. Quality assurance visits from CEO of education (as determined) with written report provided.
4. Half termly SEF and SIP review with trust leadership to review performance against targets through conference calls
5. Forum days for key staff led by members of Trust leadership to guide, support and drive consistency within the trust
6. Oversight and line management of Executive Principles and Trust Leaders by the Education CEO

Executive Principal

1. Quality assurance visits from Executive Principles with written report provided

2. Half termly review of SIF and SEP through phone-calls with Headteachers.
3. Monitoring of actions for Health and Safety, safeguarding checks including bound book and SCR and compliance checks
4. Termly forum meetings with key staff to ensure compliance and consistency across schools/academies.
5. Reviews of policies and procedures with the headteacher to ensure they are embedded in practice and effective
6. Line management of Head Teachers
7. Attend each LAB meeting.

Governing Body/ Advisory Board

8. Termly meetings to meet with the Head and to review progress towards targets
9. Monitoring compliance with statutory regulations
10. Reported to on school strengths and weaknesses, and annual feedback on SIP
11. Site visits to monitor effectiveness of policies and procedures

Headteacher

12. Implements SIP and monitors school effectiveness half termly with reviews of SEF and SIP
13. Review of data, and planning actions in response to findings
14. Weekly SLT meetings to ensure cohesive approach and to review strategic plans
15. Line management of staff
16. Regularly monitoring effectiveness of teaching and learning, behaviour and personal development of pupils and plans local strategies in response
17. Monitoring quality of education through a cycle of learning walks, lesson observations, planning reviews and book scrutiny
18. Responsible for ensuring the health and safety of all site users, and acting on actions and incidents
19. Lead monitoring visits
20. Review curriculum offer annually to ensure it is fit for purpose

SLT

21. Monitoring quality of education through a cycle of learning walks, lesson observations, planning reviews and book scrutiny

22. Review of data, and implementing interventions as a result of the review
23. Line management of staff
24. Ensuring appropriate training is provided to staff for the work they are being asked to do
25. Lead on school strategies, and monitor their impact
26. Implement areas of the SIP, and contribute to the SEF process
27. Lead monitoring visits.
28. Review curriculum offer annually to ensure it is fit for purpose
29. Celebrate success within the school and with pupils
30. Lead weekly site meetings to share good practice and to ensure implementation of school actions
31. Review of pupils, EHCP and provision of vulnerable groups

Additional QA reviews, including statutory reviews

32. Forum meetings for teachers to include moderation of marking and grading
33. Cross-site visits by staff to support peer learning
34. Pupil voice
35. Pupil/parent/other agency/staff questionnaires
36. LA reviews
37. Annual external safeguarding audits
38. OfSTED inspections
39. Health and Safety audits
40. Fire Risk Assessments
41. Financial reviews

Quality Assurance Practices

QA reviews can include the following (not exhaustive)

- Calendared meetings
- Data tracking and review
- Learning walks
- Lesson observations
- Book scrutiny
- Planning reviews
- SEP/SIP reviews
- Compliance checks
- Visits by EP and Trust leadership staff
- Forum meetings
- Questionnaires
- Student council meetings/student voice
- Conference calls
- Written QA visit reports
- Reports from external visits

Annex 1: Equality Impact Assessment

1. Summary

This EIA is for:	Quality Assurance Policy
EIA completed by:	Head of Quality of Education
Date of assessment:	August 2020
Assessment approved by:	Education SLT

Catch22 is committed to always: avoiding the potential for unlawful discrimination, harassment and victimisation; advancing equality of opportunity between people who share a

protected characteristic and those who do not; and, foster good relations between people who share a protected characteristic and those who do not.

An Equality Impact Assessment (EIA) is a tool for identifying whether or not strategies, projects, services, guidance, practices or policies have an adverse or positive impact on a particular group of people or equality group. Whilst currently only public bodies are legally required to complete EIA's under the Equality Act 2010, Catch22 has adopted the process in line with its commitment to continually improve our equality performance.

Policy owners are required to complete or review the assessment indicating whether the policy has a positive, neutral or negative impact for people who it applies to and who share one or more of the 9 protected characteristics under the Equality Act 2010.

Definitions are based on the Equality & Human Rights (EHRC) guidance.

Objectives and intended outcomes

This EIA has been completed in order to ensure that the implications and potential impact, positive and negative, of this policy have been fully considered and addressed, whether or not people share a protected characteristic.

2. Potential Impacts, positive and negative

Equality Area	Positive	Neutral	Negative	Please give details including any mitigation for negative impacts
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Age Does this policy impact on any particular age groups or people of a certain age?	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of age. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their age.
Disability Does this policy impact on people who have a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities?	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of any disability. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of any disability.
Gender reassignment (transsexual, transgender, trans) Does this policy impact on people who are transitioning from one gender to another (at any stage)	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of their gender at any given time. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their gender.
Pregnancy and maternity (in work this is linked to maternity)	☐	☒	☐	It is not considered that the policy positive or negatively impacts on

leave, non-work this is for 26 weeks after giving birth) Does this policy impact on people who are pregnant or in their maternity period following the birth of their child?				pregnant women or on staff on maternity or paternity leave.
Race Does this policy impact on people as defined by their race, colour and nationality (including citizenship) ethnic or national origins	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of their race, origin, colour or nationality. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively in these respects.
Sexual orientation Does this policy impact on people who are sexually attracted towards their own sex, the opposite sex or to both sexes?	☐	☒	☐	The policy applies equally to all staff and pupils regardless of their sexual orientation. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their sexual orientation.

3. More information/notes

