



Whole College Quality Assurance Policy: The Quality of Education

Assistant Principal (Quality and Impact) | September 2021

Mission Statement

A Minsthorpe, we invest in the recruitment, development and retention of **caring** professionals who are **committed** to constantly reviewing and improving the quality of learning, teaching and support. We expect that staff are **motivated** to work collaboratively in setting high expectations for all students with a relentless focus on student learning and progress.



Minsthorpe
Community College

Quick reference guide			
POLICY SECTION	SECTION DESCRIPTION	REFERENCE	PAGE NO.
1. Aims and Rationale	Aims of the Policy, why we do QA and who is involved.	1.1, 1.2, 1.3	3
2. The Quality of Education	The College's QA Processes – explanation of curriculum intent, implementation and impact and how the College will QA the Quality of Education. Guidance on planning the QA activities (as detailed in sections 2.2 – 2.5) and the training provided.	2.1	4
	CTL QA Lesson visits (a) - guidance on how to conduct these i.e. what to look for and how and where to record the findings. Details of cover available.	2.2	6
	CTL QA Student discussions (b) – guidance on how to conduct these i.e. what to ask students and how and where to record these findings.	2.3	7
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	CTL QA Summary of Findings, Support and Training – summarising and recording the findings of CTL QA, meeting with the Director of Quality of Education to discuss the findings and identified Curriculum Team training needs. Questions for CTLs to ask themselves about their training requirements.	2.6	10
	Deep Dives – explanation about this QA Process and how it will inform training and development at Curriculum Team and College level.	2.7	10
3. The QA Cycle	Timeline support document to assist CTLs in planning their QA Rounds alongside the Deep Dive timetable.	3.1,	11
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4. Appendix	All proformas for CTLs to use during their CTL QA.	4.1, 4.2,	13
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Section 1

Aims and rationale for Quality Assurance

Section 1.1

This policy is designed to provide clear guidance and give support to the Leadership Team, Curriculum Team Leaders (CTLs) and TLR holders, all teaching staff and HLTAs in ensuring consistency of practice and high quality provision for all students.

Section 1.2

Minsthorpe Community College has a robust programme of quality assurance (QA) which supports:

- the embedding of the College's shared clear and ambitious vision for improvement;
- the accurate self-assessment by both the Leadership Team and CTLs of the Quality of Education;
- the responsibility of leaders to take into account the workload and well-being of staff;
- the review of relevant College policies and practice;
- the preparation of all staff for the next Ofsted inspection under the Education Inspection Framework



Section 1.3

The Governing Body, Leadership Team and CTLs are responsible for the implementation of this policy. CTLs should delegate aspects of this QA to other TLR holders within their team and collaborative QA is recognised as good practice and encouraged. Opportunities will also be provided for CTLs to work with other middle leaders at CTL meetings to share good practice. In addition all staff are required to routinely reflect on the quality and impact of their own practice as per the College's Appraisal Policy.

Related College policies and documents can be found on CIS: [Link](#)

College Strategic Plan 2019-22	Operational
Whole College Curriculum Policy	Quality of Teaching
Whole College Assessment Policy	Quality of Teaching
Learning and Teaching Policy	Quality of Teaching
Whole College Literacy Policy	Quality of Teaching
CPD Offer	Quality of Teaching
Policy for Appraising Staff Performance	HR
SCIF Contents	Quality of Teaching
ECT Handbook	Quality of Teaching
Ofsted School Inspection Handbook	Quality of Teaching
- Summary of Changes	Quality of Teaching

Section 2

The Quality of Education

Section 2.1

The College's QA Processes

The College's self-evaluation of the Quality of Education is based on the following:

- **the curriculum intent:** the extent to which the curriculum sets out the knowledge and skills that students will gain at each stage;
- **the implementation:** the way that the curriculum developed or adopted is taught and assessed in order to support students to build their knowledge and to apply that knowledge as skills;
- **the impact:** the outcomes that students achieve as a result of the education they have received.

This is informed through two processes of quality assurance:

- CTL QA – led by CTLs (involving a combination of, or all of the activities a to e below);
- Deep Dives – led by the Leadership Team and accompanied by CTLs (involving all activities a to e below).

Both QA processes involve collecting evidence through the following activities:

- a) **Lesson visits**
- b) **Student discussions** - Taking students' views and voice on the implementation of the curriculum.
- c) **Work scrutiny**
- d) **Staff discussions** - Listening to staff views as well as their knowledge and understanding.
- e) Summary of **findings** and considering **staff training** and development needs.

Ideally these activities will be undertaken collectively in the above order. However the College recognises the difficulties that implementing a new QA process can present. Relevant members of the Leadership Team and Leading Practitioners will be available to support CTLs throughout these activities. In order to make this more manageable and support all staff in becoming more proficient at applying and participating in the process, CTLs are required to:

- approach their QA in rounds;
- plan in advance their rounds for the academic year and share the details with the Assistant Principal Q&I by the end of the first Autumn half term, using the online form provided (Appendix 4.1).
- plan carefully their order of priority for their focus, frequency and rationale. This will be determined by the CTL and their recent curriculum planning and / or ongoing self-evaluation;
- initially it is recommended that CTLs **pilot smaller rounds** of CTL QA (see example 1 below) **or partial rounds** involving fewer QA activities (see examples 2 & 3 below).

Example 1 - a small round of CTL QA involving all activities:

CTL QA window & dates	Focus	CTL QA activity & frequency	Time & length
Autumn 2 Week 4 <ul style="list-style-type: none"> Wed 24/11/21 	Year 7 Geography	a) Lesson visits x 4 b) Student discussion (x 6 students in total from all 4 lessons)	Period 1 4 x 15 mins Same Period 1 15 mins
Autumn 2 Week 5 <ul style="list-style-type: none"> Monday 29/11/21 	Year 7 Geography	c) Work scrutiny x1 d) Staff discussion x1 e) Record findings / training needs	CA Planning Time 1 hour 15 mins 30 minutes Total = 3 hours

Example 2 - a partial round of CTL QA involving fewer activities:

CTL QA window & dates	Focus	CTL QA activity & frequency	Time & length
Autumn 2 Week 4 <ul style="list-style-type: none"> Wed 24/11/21 Friday 26/11/21 	KS4 English Literature	a) Lesson visits x 6	Period 1 & 3 4 x 15 mins Period 2 2 x 15 mins
Autumn 2 Week 5 <ul style="list-style-type: none"> Monday 29/11/21 	KS4 English Literature	b) Staff discussion x 1 e) Record findings / training needs	CA Planning Time 30 minutes 30 minutes Total = 2 hours 30 mins

Example 3 - a partial round of CTL QA involving fewer activities:

CTL QA window & dates	Focus	CTL QA activity & frequency	Time & length
Spring 1 Week 6 <ul style="list-style-type: none"> Monday 7/11/22 	KS4 GCSE PE	b) Student discussion (x 6 students) c) Work scrutiny x1 e) Record findings / training needs	Period 1 15 mins CA Planning Time 45 mins 30 minutes Total = 1 hour 30 mins

Over time, CTLs and the Leadership Team need to be confident about what they are **expecting to find** in terms of curriculum intent, implementation, and impact, before they start their round of QA. They should refer to the contents of their Curriculum Book frequently during both the CTL QA and Deep Dives. As the objective is to self-evaluate the Quality of Education and not to judge individual staff performance, due to timetabling not all staff can expect to participate in all rounds of CTL QA or Deep Dives. However all staff will participate in the subsequent relevant training in order to further improve provision.

Training

All staff involved in CTL QA and Deep Dives will be trained via CTL meetings and through working with relevant members of the Leadership Team and Leading Practitioners.

Section 2.2

CTL QA - Lesson Visits

- Lesson visits apply to teachers, unqualified teachers with teaching responsibilities and HLTAs.
- Lesson visits will be unannounced within an identified window (on a maximum of 2 days) and should last 15 minutes each.
- CTLs will determine the total number of rounds of CTL QA lesson visits within their team based on their quality assurance planning for the academic year.
- Individual staff will not have more than three CTL QA lesson visits during an academic year.
- CTLs will inform their team in advance of the 2 day window and focus for the visits (e.g. subject, qualification, key stage, ability or year group).
- During each round, for standardisation and training purposes, the first lesson visits within a team will be paired and carried out by the CTL and a member of the Leadership Team or a Leading Practitioner.
- The CTL may choose to participate in the lesson visits (i.e. be visited) if the focus is relevant. If so, they will be visited by a trained TLR holder.
- All TLR holders involved in the visits will do their first paired visit with either the CTL or LT.
- The remaining lesson visits are not required to be paired and will be carried out by the CTL / TLR holder(s).

Examples of *what to look for*:

- 1) Does the lesson content *match up* with the curriculum plan?
- 2) Do students know '*what the point*' of the lesson is and where it is heading?
- 3) Is the planned *lesson activity well matched to the intended learning outcomes* of the lesson?
- 4) Are *disadvantaged* students and those with *SEND* being supported so they can, where appropriate, access the learning with *equity*?
- 5) How are *formative assessment* techniques being used (e.g. AfL) to *meet the intended learning outcomes*?
- 6) How is any *prior assessment* being used to support the *meeting of intended learning outcomes*?
- 7) *Is anything getting in the way* of the potential for a high quality of education? For example, behaviour, negative attitudes to learning which remain unchallenged etc?

- It is not essential to answer all questions in all lesson visits, however all should be responded to by the end of the round of CTL QA activities.
- When all visits have been completed the CTL and the TLR holder(s) will collate their findings to collectively complete one record sheet in the relevant CTL QA folder of the Curriculum Book on CIS (see Appendix 4.2).
- The CTL will also share their findings and training plans at a relevant CTL meeting with other middle leaders.

Cover

Where cover is required for lesson visits, arrangements should be made at least two weeks in advance with the Assistant Associate Team Leader - Admin in the usual manner. It has been agreed by the Principal that cover will only be refused when no SFAs or internal cover are available.

Section 2.3

CTL QA - Student discussions

- During the CTL QA window the CTL should choose **at least 6 students** from the QA focus, and include a gender balance, abilities, ethnicity, disadvantaged and SEND wherever possible.
- Reasonable adjustments should be made where necessary e.g. for SEND students. If a student doesn't want to participate, then please choose another willing student.
- Discussions should be held in classrooms (during lesson visits) and **one group of 6 students** outside the classroom;
- The CTL / TLR holder(s) who carried out the lesson visits will chair the meeting.
- Students could also be requested to bring with them their **subject work** (this can then link to the work scrutiny).
- Student discussions should last 15 minutes maximum.

What to ask students:

- 1) Can students *articulate the previous lesson content* and *the connection* to today's lesson?
 - 2) Can students *explain what they learnt* in the lesson?
 - 3) How do teachers *help students* to understand any *difficult concepts*?
 - 4) Do disadvantaged students and those with SEND *feel they are supported in their learning*?
 - 5) Do students find the work *easy, OK, or challenging*? (particularly important when talking to students with SEND).
 - 6) Can students show work, from previous learning, they are *proud of* in their books and *explain what it's about*?
 - 7) Do students do anything *outside of lessons* to help them understand / remember the knowledge?
- It is not essential to answer all questions in a student discussion group, however all should be responded to by the end of the round of CTL QA activities.
 - The CTL / TLR holder(s) will collectively complete one record sheet in the relevant CTL QA folder of the Curriculum Book on CIS (see Appendix 4.3).

Section 2.4

CTL QA - Work Scrutiny

- Work scrutiny applies to teachers, unqualified teachers with teaching responsibilities and HLTAs.
- It involves the relevant members of the team meeting to **collectively** look at students' work in books / files / online. Curriculum Area Planning Time may be used to facilitate this dialogue.
- CTL QA work scrutiny will be carried out collectively by the CTL, TLR holders and teaching staff. Additional team members who also teach the QA focus should also be involved.
- CTLs will determine the total number of rounds of CTL QA work scrutiny based on their chosen focus.
- Individual staff will not have more than three CTL QA work scrutiny during an academic year.
- CTLs will inform their team in advance of the work scrutiny meeting and the focus (e.g. subject, qualification, key stage, ability or year group). Cover should not be requested for this meeting.
- Staff are required to only mark KPOWs in line with the Curriculum Area Assessment and Feedback Policy, not every page.
- For standardisation and training purposes the first CTL QA work scrutiny of the year will include a member of the Leadership Team or a Leading Practitioner.
- A minimum of 6 books is required from a range of students (disadvantaged, SEND, boys, girls, abilities, ethnicity).
- Ideally CTLs will align the choice of work to lesson visits and students' chosen to talk to.

What to look for:

- 1) *Is there evidence that the record of students' work **over time** reflects curriculum planning and sequencing?*
 - 2) *Is there evidence that at least a good quality of education is reflected in the **quality of students' work?** – e.g., are misconceptions, mistakes in KPOWs challenged and corrected?*
 - 3) *Is there evidence that the **expectations of all pupils are high** and reflected in the quality of presentation and completion of set work?*
 - 4) *Is there evidence of whole college **literacy strategies** being effectively employed?*
 - 5) *Is there evidence that teachers have ensured the work of **disadvantaged students** and those with **SEND**, reflects **appropriate expectations, access to the curriculum and challenge?***
 - 6) *Does the students' work evidence the **embedding, securing and testing of knowledge and skills?***
 - 7) *Is there evidence that **teachers can articulate** all the above elements when scrutinising any students' books/work?*
- During the work scrutiny the CTL and the TLR holders will collectively record their findings on one record sheet in the relevant CTL QA folder of the Curriculum Book on CIS (see Appendix 4.4).
 - These prompts should form a dialogue between the CTL / TLR holders and teachers participating around the evidence seen, however not all may be answered during that particular round of CTL QA.
 - The CTL will also share their findings and training plans at a relevant CTL meeting with other middle leaders.

CTL QA - Staff discussions

- CTLs should select the teachers / HLTAs whose lessons have been visited and hold the discussion collectively as a group.
- Additional team members who also teach the QA focus should be invited to also attend.
- The objective is to QA the Quality of Education and not to feedback on the performance of the teacher / HLTA.
- Curriculum Area Planning Time may be used to facilitate this discussion. Cover should not be requested for these discussions.
- The discussions should ideally take place after the other activities in the CTL QA round have been completed (lesson visits, student discussions, work scrutiny).
- Classroom support in the lessons visited should be spoken to.

What to ask – Teaching staff:

- 1) Talk to me about the lesson visited, sequence of learning and how it all fits together, including any **assessment, prior and future learning**.
- 2) What **training** do you feel has supported and had impact on your teaching? Do you need further support and training?
- 3) How do you **support** those students who are **disadvantaged and/or SEND** in your lessons and what impact is that support having on them?
- 4) How has the College supported you in terms of workload and wellbeing?

What to ask – Support staff:

- 1) Do you receive **medium term plans** to support your lesson delivery?
 - 2) What **training** do you feel has supported and had impact on your teaching? Do you need further support and training?
 - 3) How do you **support** those students who are **disadvantaged and/or SEND** in lessons and what impact is that support having on them?
 - 4) What **information** do you use to help you to provide the **right sort of support for students?**
 - 5) What is **behaviour typically like** in the subject lessons?
 - 6) How has the College supported you in terms of workload and wellbeing?
- The CTL / TLR holders will record their findings on one record sheet in the relevant CTL QA folder of the Curriculum Book on CIS (see Appendix 4.5 & 4.6).

Section 2.6

CTL QA – Summary of findings, support and training

- A summary of the CTL QA round findings (i.e. Strengths and Areas for Development) will be recorded by the CTL in the relevant CTL QA folder of the Curriculum Book on CIS (see Appendix 4.7).
- The CTL and the Director of Quality of Education will meet to discuss this summary and any consequent training needs and plans.
- CTLs / LT will direct 8 hours of training during the academic year to address whole College needs plus any areas for development emerging from QA rounds.

Questions for CTLs to ask themselves:

- *How as a CTL, do you decide which training and/or support is needed for staff?*
- *How do you gain the views of all staff in terms of their support and training needs?*
- *What about your own training and support needs? How are those discussed, and does it result in you receiving the training / support you need?*
- *As a CTL are you accessing all of the support and training networks across the College or beyond for your subject?*

Section 2.7

Deep Dives

- Deep Dives will be undertaken by members of the Leadership Team.
- The CTL / TLR holder(s) of the team will accompany the member(s) of the Leadership Team. Over time they will need to be able to give an accurate evaluation of the Quality of Education in their Curriculum Team both prior to and following the Deep Dive.
- Deep Dives will replicate the above CTL QA process and activities using the same proformas and posing the same questions to staff and students (joint lesson visits, joint work scrutiny, student and staff discussions, recorded findings / training needs).
- They are likely to last no more than 2 days per Deep Dive.
- A Deep Dive will replace one round of CTL QA during an academic year.
- The Director of Quality of Education will support the CTL as a critical friend during the Deep Dive.
- CTLs will be informed in advance of their Deep Dive window.
- The focus will be the Quality of Education of the Curriculum Team.
- A summary of the findings (i.e. Strengths and Areas for Development) will be recorded by the LT in the relevant Deep Dive folder of the Curriculum Book on CIS, in order to inform training and development at team and / or whole-college level.

Training

External training for Deep Dives will be sought for the relevant members of the Leadership Team.

Cover

Where cover is required for lesson visits, arrangements should be made at least two weeks with the Assistant Associate Team Leader - Admin in the usual manner. It has been agreed by the Principal that cover will only be refused when no SFAs or internal cover are available.

End note

The College recognises that as both QA processes are new (CTL QA & Deep Dives), the approach and application may evolve in response to staff feedback, increase in expertise and evidence of impact. This policy applies to the quality assurance of the Quality of Education, not individual staff. However any concerns will be addressed as per the Policy for Appraising Staff Performance.

Section 3

The QA Cycle

During each academic year CTLs will conduct a **minimum of two complete rounds**, either composite or whole, of CTL QA (composed of lesson visits, work scrutiny, student and staff discussions and recording findings & training needs). A Deep Dive by the Leadership Team will **replace** one round for the Curriculum Areas / subjects involved.

Section 3.1 CTL QA

Autumn 1 2021 to end of Spring 1 2022			
CTL QA Window	Evidence to QA	Staff participating in QA	Staff responsible for QA
Autumn 1, Week 4	Online SCIF; seating plans	All teaching staff	CTL & TLR holders
Autumn 1, Week 4	CA Planning Time Autumn Term Agendas and CPD Plans	CTL	Assistant Principal Quality & Impact (Q&I)
Autumn 1, Week 3 to 6	CTL Achievement Meetings and End of Year Reviews: self-evaluation of Curriculum Action Plans.	CTL	Principals, Assistant Principal Q&I
Autumn 1, Week 7	CTL QA Schedule (online form submission)	CTL	Assistant Principal Q&I
Autumn 2, Week 1 to Spring 1, Week 7 (Weeks identified by CTL)	First round(s) of CTL QA: a) Lesson visits b) Student discussions c) Work scrutiny d) Staff discussions e) Record findings / training needs	Teaching staff & HLTAs	CTL / TLR holder(s) & LT to do joint first lesson visit to standardise.
Autumn 2, Week 2, 3 & 5	AP1 entries & Tracker checks	All teaching staff	CTL & TLR holders
Spring 1, Week 1	CA Planning Time Spring Term Agendas & CPD Plans	CTL	Assistant Principal Q&I
Spring 1, Week 3	Year 11 IA	Year 11 teaching staff	CTL & TLR holders
Spring 1, Week 7	Curriculum Action Plans Mid Year Review	CTL	Assistant Principal Q&I

Spring 2 2022 to end of Summer 2 2022

CTL QA Window	Evidence to QA	Staff participating in QA	Staff responsible for QA
Spring 2, Week 1	Curriculum Action Plans Mid Year Review continued	CTL	Assistant Principal Q&I
Spring 2, Week 1 to Summer 2, Week 7 (Weeks identified by CTL)	Second round(s) of CTL QA: a) Lesson visits b) Student discussions c) Work scrutiny d) Staff discussions e) Record findings / training needs	Teaching staff & HLTAs	CTL / TLR holder(s) & LT to do joint first lesson visit to standardise.
Spring 2, Week 2 & 3	AP2 entries, SCIF & Tracker checks	All Teaching staff	CTL & TLR holders
Spring 2, Week 5	Year 10 & 12 IA	Year 10 & 12 staff	CTL & TLR holders
Summer 1, Week 1	CA Planning Time Summer Term Agendas & CPD Plans	CTL	Assistant Principal Q&I
Summer 2, Week 4, 5 & 6	AP3 entries, SCIF & Tracker checks	All teaching staff	CTL & TLR holders

Section 3.2 Deep Dives

Deep Dives			
Deep Dive window	Evidence to QA	Staff participating in QA	Staff responsible for QA
Commencing from Spring 2, Week 1 2022.	Deep Dive: QA of Curriculum Team / Subject's rationale, intent, implementation and impact including joint lesson visits, joint work scrutiny, student & staff discussions and recorded findings / training needs.	CTL & teaching staff HLTAs	Assistant Principals Q&I and Curriculum & Progression (C&P) with additional LT members. Director of Quality of Education supports CTL as a critical friend.


Section 4

Appendices


Appendix 4.1 CTL QA Schedule.

<https://forms.office.com/r/cG1tnj6K3R>


Appendix 4.2 CTL QA Lesson Visit Record

Quality of Education  Minsthorpe Community College Motivation • Commitment • Care		Lesson Visits Focus & Dates:		
Classes visited:				
Staff participating:				
What to look for:	Fully in place	Partial	Not in place	Notes if required
1) Does the lesson content match up with the curriculum plan?				
2) Do students know 'what the point' of the lesson is and where it is heading?				
3) Is the planned lesson activity well matched to the intended learning outcomes of the lesson?				
4) Are disadvantaged students and those with SEND being supported so they can, where appropriate, access the learning with equity ?				
5) How are formative assessment techniques being used (e.g. AfL) to meet the intended learning outcomes?				
6) How is any prior assessment being used to support the meeting of intended learning outcomes ?				
7) Is anything getting in the way of the potential for a high quality of education? For example, behaviour, negative attitudes to learning which remain unchallenged etc?				

Appendix 4.3 CTL QA Student Discussion Record

Quality of Education  Minsthorpe Community College Motivation • Commitment • Care		Student Discussion Focus & Date:		
Student names and groups represented (e.g. SEND / disadvantaged etc):				
What to ask students:	Fully in place	Partial	Not in place	Notes if required
1) Can students articulate the previous lesson content and the connection to today's lesson?				
2) Can students explain what they learnt in the lesson?				
3) How do teachers help students to understand any difficult concepts ?				
4) Do disadvantaged students and those with SEND feel they are supported in their learning ?				
5) Do students find the work easy, OK, or challenging ? (particularly important when talking to students with SEND)				
6) Can students show work, from previous learning, they are proud of in their books and explain what it's about ?				
7) Do students do anything outside of lessons to help them understand / remember the knowledge?				


Appendix 4.4 CTL QA Work Scrutiny Record

Quality of Education  Minsthorpe Community College Motivation • Commitment • Care		Work Scrutiny Focus & Date:		
Class names:				
Staff participating:				
What to look for:	Fully in place	Partial	Not in place	Notes if required
1) Is there evidence that the record of students' work over time reflects curriculum planning and sequencing?				
2) Is there evidence that at least a good quality of education is reflected in the quality of students' work? – e.g., are misconceptions, mistakes in KPOWs challenged and corrected?				
3) Is there evidence that the expectations of all pupils are high and reflected in the quality of presentation and completion of set work?				
4) Is there evidence of whole college literacy strategies being effectively employed?				
5) Is there evidence that teachers have ensured the work of disadvantaged students and those with SEND , reflects appropriate expectations, access to the curriculum and challenge?				
6) Does the students' work evidence the embedding, securing and testing of knowledge and skills?				
7) Is there evidence that teachers can articulate all the above elements when scrutinising any students' books/work?				


Appendix 4.5 CTL QA Staff Discussion Record (Teaching Staff)

<p>Quality of Education</p>  <p>Minsthorpe Community College Motivation • Commitment • Care</p>	<p>Staff Discussion Focus & Date:</p>			
<p>Class names:</p> <p>Staff participating:</p>				
<p>What to ask staff:</p>	<p>Fully in place</p>	<p>Partial</p>	<p>Not in place</p>	<p>Notes if required</p>
<p>1) Talk to me about the lesson visited, sequence of learning and how it all fits together, including any assessment, prior and future learning.</p>				
<p>2) What training do you feel has supported and had impact on your teaching? Do you need further support and training?</p>				
<p>3) How do you support those students who are disadvantaged and/or SEND in your lessons and what impact is that support having on them?</p>				
<p>4) How has the College supported you in terms of workload and wellbeing?</p>				

Appendix 4.6 CTL QA Staff Discussion Record (Support Staff)

<p>Quality of Education</p>  <p>Minsthorpe Community College Motivation • Commitment • Care</p>	<p>Staff Discussion Focus & Date:</p>			
<p>Class names:</p> <p>Staff participating:</p>				
<p>What to ask staff:</p>	<p>Fully in place</p>	<p>Partial</p>	<p>Not in place</p>	<p>Notes if required</p>
<p>1) Do you receive medium term plans to support your lesson delivery?</p>				
<p>2) What training do you feel has supported and had impact on your teaching? Do you need further support and training?</p>				
<p>3) How do you support those students who are disadvantaged and/or SEND in your lessons and what impact is that support having on them?</p>				
<p>4) What information do you use to help you to provide the right sort of support for students?</p>				
<p>5) What is behaviour typically like in the subject lessons?</p>				
<p>6) How has the College supported you in terms of workload and wellbeing?</p>				

Appendix 4.7 CTL QA Summary of Findings, Support and Training

<p>Quality of Education</p> 	<p>CTL QA Round No:</p> <p>Focus & Dates:</p>	
<p>Activities undertaken during this round of QA (please list all):</p>		
<p style="text-align: center;">Strengths (Please provide a list of findings in bullet points)</p>	<p style="text-align: center;">Areas for Development (Please provide a list of findings in bullet points)</p>	
Empty space for Strengths and Areas for Development		
<p>1) How as a CTL, do you decide which training and/or support is needed for staff?</p>		
<p>2) How do you gain the views of all staff in terms of their support and training needs?</p>		
<p>3) How as a CTL, do you decide which training and/or support is needed for staff?</p>		
<p>4) As a CTL are you accessing all of the support and training networks across the College or beyond for your subject?</p>		

Final Section

Equality Assessment

This policy has been assessed with regard to its impact on equalities issue, with specific reference to the aims of the Equality Act 2010. The equality impact assessment focused on race, gender, disability, pregnancy and maternity, age, sexual orientation, gender identity and religion/belief.

Policy Review Schedule

Policy last reviewed:	Due for next review:	Role Responsible:
September 2021	September 2023	Assistant Principal (Quality and Impact)