



# Whole College Quality Assurance Policy: The Quality of Education

Assistant Principal (Quality and Impact) | Revised September 2025

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## 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**  
**(Changes made for September 2025)**

POLICY SECTION	SECTION DESCRIPTION	REFERENCE	PAGE NO.
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2. The Quality of Education	<b>The College's QA Processes</b> – 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
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# Section 1

## Aims and rationale for Quality Assurance

### Section 1.1

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This policy is designed to provide clear guidance and give support to the Leadership Team (LT), 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

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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-evaluation by CTLs/ TLR holders and the Leadership Team of the Quality of Education within Curriculum Teams and across the College;
- 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

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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:**

College Strategic Plan 2022-26	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
ECT Handbook	Quality of Teaching
Ofsted School Inspection Handbook - Summary of Changes	Quality of Teaching
CTLs Articulating the Curriculum	Quality of Teaching
Teachers Articulating the Curriculum	Quality of Teaching

# Section 2

## The Quality of Education

### Section 2.1

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#### 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 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;
- Deep Dives – led by the Leadership Team and accompanied by an External Evaluator where possible, and CTLs / TLRs. These may apply to a Curriculum Area, an individual subject and/or a whole-college strategy (e.g. Reading, Literacy or Numeracy).

This is in addition to the **routine checking** that staff should do of their students' work, as part of their ongoing planning and assessment of teaching and learning. Curriculum Teams will also collaboratively standardise and moderate students' work and their marking to develop their practice and ensure consistency. All staff are required to review the needs of their students, including attendance concerns, during the calendared Know Who Know How time, and record and routinely review their welfare notes on their seating plans, either electronically or manually. These must be saved securely, either on Satchel:One or in another safe place in College due to the confidential student data that they contain. Appraisers and Appraisees will discuss the strategies being used to meet the identified needs of students in at least one key group during the Appraisal Mid and End of Year Review meetings.

Both QA processes involve collecting evidence through the following activities:

- a) **Lesson visits – seeing the implementation of the curriculum**
- 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 **in the above order**. Relevant members of the Leadership Team and Leading Practitioners are available to support CTLs throughout their QA rounds, if required. CTLs are required to complete a **minimum** of one **full round** of CTL QA activities (a to e above) and **one partial round** of QA activities of their choice during an academic year.

To support all staff in applying and participating in the process, CTLs are required to:

- use the CTL QA Checklist (see Appendix 4.1)
- approach their QA in rounds
- plan the exact dates and details of round 1 and the window (QA activities, start and end date) for round 2, and share this with the Assistant Principal Quality & Impact during the first Autumn half term, using the online form (see Appendix 4.2)
- plan carefully their order of priority for their QA focus, frequency and rationale, considering Post 16 where applicable. This will be determined by the CTL and their recent curriculum planning and/or ongoing self-evaluation.

**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 the 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 to further improve provision.

CTLs should inform their team members two academic weeks prior to the CTL QA Round start date using the email proforma provided (see Appendix 4.3).

Over time the Leadership Team will conduct a Deep Dive of Curriculum Areas, subjects and/or whole-college strategies **in addition to** the two rounds of CTL QA. This is intended to enhance the CTLs' and Leadership Teams' knowledge of the intent, implementation, and impact of the curriculum.

## 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

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### 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 and should last 15 minutes each.
- Lesson visits may span several days due to the timetable.
- Individual staff will not have more than three CTL QA lesson visits during an academic year.
- CTLs are not required to be accompanied by a member of the Leadership Team or a Leading Practitioner on lesson visits unless they specifically request this support.
- CTLs may do the lesson visits alone or paired with a TLR holder. CTLs may delegate some (but not all) visits to trained TLR holders to minimise cover during a round.
- 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.

Examples of *what to look for in the lesson*:

- 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**? **What evidence is there that the strategies in place are having impact?**
- 5) Is there evidence of **high expectations** of all students through the **quality of work completed**?
- 6) Do the tasks set **illicit the desired responses** from students?
- 7) How are **formative assessment** techniques being used (e.g. AfL) to **meet the intended learning outcomes**?
- 8) How is any **prior assessment** being used to support the **meeting of intended learning outcomes**?
- 9) **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?
- 10) Is there evidence of a **positive Curriculum Area attendance culture** being established? (E.g. consistent use of rewards, checking in with absentees upon return).

- 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 4.4).
- 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 Cover Manager in the usual manner. It has been agreed by the Principals that cover will only be refused when no internal cover is available.

## Section 2.3

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### 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 at least 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 25 minutes maximum.

*What to ask students* (verbal prompts may be provided to support students with their answers):

- 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) How do teachers **help students** to catch up on missed KPOWs?
- 5) Do disadvantaged students and those with SEND **feel they are supported in their learning**?
- 6) Do students find the work **easy, OK, or challenging**? (Particularly important when talking to students with SEND).
- 7) Can students show work, from previous learning, they are **proud of** in their books and **explain what it's about**?
- 8) 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 4.5).

## Section 2.4

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### 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.
- Individual staff will not have more than three CTL QA work scrutiny during an academic year.
- CTLs are not required to be accompanied by a member of the Leadership Team or a Leading Practitioner during the work scrutiny unless they specifically request this support.
- Cover should not be requested for this meeting.
- Calendared Know Who Know How time is protected directed time and should not be used for work scrutiny or other purposes.
- Staff are required to only mark KPOWs in line with the Curriculum Area Assessment and Feedback Policy, not every page.
- A minimum of 6 books is required from a range of students (disadvantaged, SEND, boys, girls, abilities, ethnicity).
- CTLs should try to select work to include those students seen during lesson visits and involved in the student discussions.

*What to look for:*

- 1) *Is there evidence that the record of students' work **overtime** 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) *Does **written feedback illicit the desired responses** from students?*
  - 4) *Is there evidence that the **expectations of all pupils are high** and reflected in the quality of presentation and completion of set work?*
  - 5) *Is there evidence of whole college **literacy strategies** being effectively employed?*
  - 6) *Is there evidence that teachers have ensured the work of **disadvantaged students, PA** and those with **SEND**, reflects **appropriate expectations, access to the curriculum and challenge?** What evidence is there that the strategies in place are having impact?*
  - 7) *Does the students' work evidence the **embedding, securing, and testing of knowledge and skills?** Are all students given opportunities for retention, irrespective of their attendance?*
  - 8) *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 4.6).
  - 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.

## Section 2.5

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### 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 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) *What strategies are employed to establish a positive Curriculum Area attendance culture?*
- 5) 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 strategies are employed to establish a positive Curriculum Area attendance culture?*
- 5) What **information** do you use to help you to provide the **right sort of support for students?**
- 6) What is **behaviour typically like** in the subject lessons?
- 7) 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 4.7 & 4.8).

## **Section 2.6**

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### **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 4.9).
- The CTL and their Leadership Team Link will meet to discuss this summary. The LT Link will forward any consequent training needs and plans to the Associate Assistant Principal: Professional Learning & Behaviour Curriculum.
- 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**

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### **Deep Dives**

- Deep Dives will be undertaken by the Assistant Principal: Quality & Impact with additional key LT members as required.
- When available / appropriate an external colleague will accompany LT on the Deep Dive to validate the findings.
- The focus will be the Quality of Education of the Curriculum Team / subject / whole-college strategy.
- The CTL / TLR holder of the team will accompany the two Leadership Team members.
- Over time the CTL / TLR holder will need to be able to give an accurate evaluation of the Quality of Education in their Curriculum Team / subject both prior to and following the Deep Dive.
- CTLs will be informed two academic weeks in advance of their Deep Dive by the Assistant Principal Q&I (see Appendix 5.2).
- The aim is to complete a Deep Dive within one teaching day, however this may extend beyond due to the timetable (see example Deep Dive Itinerary Appendix 5.3).
- The CTL / TLR holder will attend an initial Curriculum Discussion (see Appendix 5.4) ideally at the start of the Deep Dive, chaired by the LT members, outlining what they expect to see.
- The CTL will be provided with the Deep Dive Itinerary at the start of the day, ideally during the Curriculum Discussion.

*What to ask CTLs/ TLR holders during the initial Curriculum Discussion:*

- 1) *What do you want a (e.g. Scientist) to look like when they leave MCC?*
- 2) *Referring to all relevant key stages, how did you plan and sequence your curriculum?*
- 3) *How do you know that teachers are delivering this?*
- 4) *Tell me about assessment - how and what do you assess?*
- 5) *How do your teachers ensure there is equity of access for SEND and disadvantaged students?*
- 6) *What classroom strategies are in place for SEND students (e.g. on an EHCP) and how do you measure their impact?*
- 7) *How are any gaps in learning being addressed? (e.g. for SEND, poor attenders). How does your team contribute to improving attendance?*
- 8) *How do you support inexperienced or non-specialist staff?*
- 9) *What is your quality assurance? How do you know what typicality is like?*
- 10) *In relation to the lessons we are going to visit, what are we going to see being taught and how does it fit in with the sequence of learning?*
- 11) *What key concepts and knowledge will we see?*
- 12) *Is there anything of note you want to share regarding the lessons we will be visiting? (e.g. high % SEND, staff attendance etc).*

- Deep Dives will replicate the above CTL QA process and activities using the same proformas and posing the same questions to staff and students for joint lesson visits, joint work scrutiny, student and staff discussions (see Appendices 5.5 to 5.10).
- CTLs and teaching staff may be involved in more than one Deep Dive per academic year, due to the nature of some Curriculum Areas, subjects and / or whole-college strategies taught.
- A final meeting will be held at the end of the Deep Dive to compare and collate record sheets and verbally discuss the findings (i.e. Strengths and Areas for Development).
- A summary of the findings (see Appendix 5.10) will then be recorded by the Assistant Principal Q&I in the relevant Deep Dive folder of the Curriculum Book on CIS within approximately one week, to inform training and development at team and/or whole-college level.

### **Training**

External training for Deep Dives was delivered in May 2022 by Barry Found from the Education Exchange, to relevant members of the Leadership Team. Refresher training was delivered in March 2023 and this has been disseminated to wider members of the LT as appropriate. The Deep Dive is also regarded as a training opportunity for CTLs to articulate their curriculum and standardise their self-evaluation of the Quality of Education in their 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 internal cover is available.

### **End note**

The College recognises that the approach and application of this policy may evolve over time 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 one full round** of CTL QA activities (composed of a) lesson visits, b) work scrutiny, c) student and d) staff discussions and e) recording findings & training needs) and **one partial round** (of QA activities a to e above) during an academic year. In addition, a Deep Dive by the Leadership Team may take place.

### Section 3.1 CTL QA

Autumn 1 2025 to end of Spring 1 2026			
CTL QA Window	Evidence to QA	Staff participating in QA	Staff responsible for QA
Autumn 1, Day 1, 2 & Week 7	Know Who Know How allocated time	All teaching staff	Appraiser during MYR
Autumn 1, Week 4	CA Planning Time Autumn Term Agendas	CTL	LT Link
Autumn 1, Week 4	Check Seating Plans are on Satchel:One (not welfare notes)	CTL	CTL
Autumn 1, Week 3 to 6	CTL Meetings with the Principals and End of Year Reviews: self-evaluation of Curriculum Action Plans.	CTL	Principals, Assistant Principal Q&I
Autumn 1, Week 7	CTL QA Schedule for round 1 & 2 (online form submission)	CTL	Assistant Principal Q&I
Autumn 2, Week 1	Curriculum Action Plans 2025-26 on SchooliP	CTL	Assistant Principal Q&I
Autumn 2, Week 1 to Spring 1, Week 6 (Weeks identified by CTL)	First round of CTL QA (partial or full): a) Lesson visits b) Student discussions c) Work scrutiny d) Staff discussions e) Record findings / training needs	Teaching staff & HLTAs	CTL / TLR holder(s)
Autumn 2, Week 2, 3 & 4	AP1 entries & Tracker checks	All teaching staff	CTL & TLR holders
Autumn 2, Week 5	Know Who Know How allocated time	All teaching staff	CTL & TLR holders
Spring 1, Week 2	CA Planning Time Spring Term Agendas	CTL	LT Link
Spring 1, Week 4	Know Who Know How allocated time	All teaching staff	CTL & TLR holders

**Spring 2 2026 to end of Summer 2 2026**

CTL QA Window	Evidence to QA	Staff participating in QA	Staff responsible for QA
Spring 2, Week 3, 4 & 5	Curriculum Action Plans Mid Year Review on SchooliP	CTL	Assistant Principal Q&I
Spring 2, Week 1 to Summer 2, Week 6 (Weeks identified by CTL)	Second round of CTL QA (partial or full): a) Lesson visits b) Student discussions c) Work scrutiny d) Staff discussions e) Record findings / training needs	Teaching staff & HLTAs	CTL / TLR holder(s)
Spring 2, Week 3	Know Who Know How allocated time	All teaching staff	CTL & TLR holders
Spring 2, Week 2, 3 & 4	AP2 entries & Tracker checks	All Teaching staff	CTL & TLR holders
Summer 1, Week 2	CA Planning Time Summer Term Agendas	CTL	LT Link
Summer 2, Week 5 & 6	AP3 entries & Tracker checks	All teaching staff	CTL & TLR holders
Summer 2, Week 6	Know Who Know How IA Handover allocated time	All teaching staff	CTL & TLR holders

**Section 3.2 Deep Dives**

<b>Deep Dives</b>			
Deep Dive window	Evidence to QA	Staff participating in QA	Staff responsible for QA
Commencing from Autumn 2, Week 1 2025 to Summer 2, Week 5.	<b>Deep Dive:</b> QA of Curriculum Team / Subject / whole – college strategy's rationale, intent, implementation and impact including joint lesson visits, joint work scrutiny, student & staff discussions and recorded findings / training needs.	CTL/ TLR holder & teaching staff HLTAs	Assistant Principal Q&I with additional key LT members / External Evaluators.

# Section 4

## CTL QA Appendices

### Appendix 4.1 CTL QA Checklist



Please speak to Sarah Adams if you need assistance with this.

Item	Complete?
1. Identify QA focus and potential dates for Round 1 and Round 2. (Have alternative dates / weeks available).	
2. Check with Cover Manager that any cover required for Lesson Visits & Student Discussions is available.	
3. Email Sarah Adams with any specific requests for optional paired LT lesson visits and/or work scrutiny (only if training / support is required).	
4. Complete the online CTL QA Schedule for Round 1 & 2 (see Appendix 4.1 on Microsoft Forms) by the 18th October 2024	
5. Identify from SIMS the students who will be involved in the relevant QA activities.	
6. Send CTL QA Notice email to all members of the Curriculum Team (see Appendix 4.3) two <u>academic</u> weeks prior to the QA round starting, including the names of the students involved.	
7. Email Service Desk IT Support requesting the relevant Seating Plans are printed, with welfare notes (informed by Know Who Know How) or request copies from Curriculum Team members of their seating plans and welfare notes if stored securely elsewhere.	
8. All staff involved complete their own cover requests on Edupay.	
9. Photocopy relevant QA sheets from master records pack available in Curriculum Book.	
10. Complete the CTL QA activities planned.	
11. Meet with TLR holders to discuss findings, collate record sheets and collectively complete one electronic record sheet per QA activity in the Curriculum Book.	
12. Complete the CTL QA Summary of the findings (i.e. Strengths and Areas for Development) in the Curriculum Book for each Round of QA.	
13. Request meeting with your Leadership Team link to discuss the summary and any consequent training needs and plans.	
14. Share findings of CTL QA Round with the Curriculum Team and start to deliver planned training.	

### Appendix 4.2 CTL QA Schedule.

<https://forms.office.com/e/j9fbaTk3jw>

## Appendix 4.3 CTL QA Notice



*(Please send this email to all members of the Curriculum Team two academic weeks prior to each CTL QA Round start date. Please copy in the Assistant Principal: Quality & Impact).*

To support the self-evaluation of the Quality of Education in **(insert Curriculum Team name)** myself and **(insert TLR holder names)** will be completing the CTL QA Round 1 / 2 **(delete as appropriate)** during the week(s) commencing **(insert date)**.

The focus of QA is **(please insert focus e.g. subject, qualification, key stage, ability or year group)** and the following QA activities have been planned:

*(Please delete any activities that are not applicable to this Round)*

- Lesson Visits **(insert days and dates, but not lessons)**
- Student Discussion **(insert days and dates, but not lessons)**
- Work Scrutiny and Staff Discussion **(insert date, time and venue)**

Please bring the work / books / and KPOWs of the following students to this meeting:

**(insert student names)**


I would like all team members who teach this QA focus to attend, even if they have not received a lesson visit during this Round.

**Delete if not conducting lesson visits:** Seating plans and their accompanying welfare notes (informed by Know Who Know How) will be printed on **(insert date)** to support the CTL QA. If these are annotated by hand and not saved on Satchel One please provide me with copies for all classes taught on the lesson visit dates above by **(insert date)**. If staff make any changes to these after this date, please provide me with up-to-date copies prior to the start of the Lesson Visits.


Please remember that the objective is to QA the Quality of Education and not to feedback on the performance of the teacher / HLTA. For further information please refer to the Whole College Quality Assurance Policy - September 2025 in the Curriculum Book.

Thanks  
**(insert CTL name)**


Appendix 4.4 CTL QA Lesson Visit Record

<p>Quality of Education</p> 	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 <b>match up</b> with the curriculum plan?				
2) Do students know <b>'what the point'</b> of the lesson is and where it is heading?				
3) Is the <b>planned lesson activity well matched to the intended learning outcomes</b> of the lesson?				
4) Are <b>disadvantaged</b> students and those with <b>SEND</b> being supported so they can, where appropriate, access the learning with <b>equity</b> ? <b>What evidence is there that the strategies in place are having impact?</b>				
5) Is there evidence of <b>high expectations</b> of all students through the <b>quality of work completed</b> ?				
6) Do the tasks set <b>illicit the desired responses</b> from students?				
7) How are <b>formative assessment</b> techniques being used (e.g. AfL) to <b>meet</b> the intended learning outcomes?				
8) How is any <b>prior assessment</b> being used to support the <b>meeting of intended learning outcomes</b> ?				
9) <b>Is anything getting in the way</b> of the potential for a high quality of education? For example, behaviour, negative attitudes to learning which remain unchallenged etc?				
10) <i>Is there evidence of a positive Curriculum Area <b>attendance</b> culture being established? (E.g. consistent use of rewards, checking in with absentees upon return).</i>				

Appendix 4.5 CTL QA Student Discussion Record

<p>Quality of Education</p>  <p><b>Minsthorpe</b> Community College Motivation • Commitment • Care</p>	<p>Student Discussion Focus &amp; Date:</p>			
<p>Student names and groups represented (e.g. SEND / disadvantaged etc):</p>				
<p>What to ask students:</p>	<p>Fully in place</p>	<p>Partial</p>	<p>Not in place</p>	<p>Notes if required</p>
<p>1) Can students <b>articulate the previous lesson content</b> and the connection to today's lesson?</p>				
<p>2) Can students <b>explain what they learnt</b> in the lesson?</p>				
<p>3) How do teachers <b>help students</b> to understand any <b>difficult concepts</b>?</p>				
<p>4) How do teachers help students to <b>catch up</b> on missed KPOWs?</p>				
<p>5) Do disadvantaged students and those with SEND <b>feel they are supported in their learning</b>?</p>				
<p>6) Do students find the work <b>easy, OK, or challenging</b>? (particularly important when talking to students with SEND)</p>				
<p>7) Can students show work, from previous learning, they are <b>proud of</b> in their books and <b>explain what it's about</b>?</p>				
<p>8) Do students do anything <b>outside of lessons</b> to help them understand / remember the knowledge?</p>				


Appendix 4.6 CTL QA Work Scrutiny Record

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


Appendix 4.7 CTL QA Staff Discussion Record (Teaching Staff)

<p>Quality of Education</p>  <p><b>Minsthorpe</b> Community College Motivation • Commitment • Care</p>	<p>Staff Discussion Focus &amp; Date:</p>			
<p>Class names:</p> <p>Staff participating:</p>				
<p><b>What to ask staff:</b></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 <b>assessment, prior and future learning</b>.</p>				
<p>2) What <b>training</b> do you feel has supported and had impact on your teaching? Do you need further support and training?</p>				
<p>3) How do you <b>support</b> those students who are <b>disadvantaged and/or SEND</b> in your lessons and what impact is that support having on them?</p>				
<p>4) What strategies are employed to establish a positive Curriculum Area <b>attendance</b> culture?</p>				
<p>5) How has the College supported you in terms of workload and wellbeing?</p>				

Appendix 4.8 CTL QA Staff Discussion Record (Support Staff)

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

Appendix 4.9 CTL QA Summary of Findings, Support and Training

<p>Quality of Education</p> 	<p>CTL QA Round No:</p> <p>Focus &amp; Dates:</p>	
<p>Activities undertaken during this round of QA (please list all):</p>		
<p style="text-align: center;"><b>Strengths</b> (Please provide a list of findings in bullet points)</p>	<p style="text-align: center;"><b>Areas for Development</b> (Please provide a list of findings in bullet points)</p>	
<p>Prompts to inform feedback summary:</p> <ul style="list-style-type: none"> <li>• Ambition for all (inc Disadv and SEND) - Intent</li> <li>• Curriculum planning and sequencing - Implementation</li> <li>• Curriculum for SEND – Implementation</li> <li>• Strategies for improving attendance</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher’s subject knowledge</li> <li>• Development of pedagogy/ appropriate activity choices</li> <li>• Planning for retention of knowledge and skills</li> <li>• Use of assessment</li> <li>• Pupils’ work - Impact</li> </ul>	

1) How as a CTL, do you decide which training and/or support is needed for staff?

2) How do you gain the views of all staff in terms of their support and training needs?

3) What about your own training and support needs? How are those discussed, and does it result in you receiving the training / support you need?

4) As a CTL are you accessing all the support and training networks across the College or beyond for your subject?

# Section 5

## Deep Dive Appendices

Appendix 5.1 Deep Dive Checklist (for the Assistant Principal: Quality & Impact)



Item	Complete?
1. Identify potential dates for Deep Dive of Curriculum Areas / Subjects. (Have alternative dates / weeks available).	
2. Check with the Cover Manager that any cover required the Leadership Team members and the CTLs / TLR holders are available.	
3. Identify from SIMS the students who will be involved in the relevant QA activities.	
4. Send Deep Dive Notice email to CTL (see Appendix 5.1) two academic weeks prior to the QA round starting, including the names of the <b>students</b> involved.	
5. Email Service Desk IT Support requesting the appropriate class Seating Plans with welfare notes (informed by Know Who Know How) are printed.	
6. All staff involved complete their own cover requests on Edupay.	
7. Book lunch for the CTL, LT and any external colleagues involved.	
8. Photocopy relevant QA sheets from master records pack available in Curriculum Book.	
9. Complete all Deep Dive QA activities, starting with the Curriculum Discussion.	
10. Hold final meeting with CTL / TLR holder to compare and collate record sheets and verbally discuss the findings (i.e. Strengths and Areas for Development).	
11. Complete one Deep Dive Summary of the findings (i.e. Strengths and Areas for Development) and the collated record sheets and save these to the Curriculum Book (within one week of the Deep Dive).	
12. Share the findings of the Deep Dives completed and any Curriculum Team / whole-college training needs identified, with the Leadership Team.	
13. Share alongside the CTL the Deep Dive findings and planned training at the next appropriate CTL meeting.	

## Appendix 5.2 Deep Dive Notice



*(The Assistant Principal: Quality & Impact will send this email to the CTL/TLR holder two academic weeks prior to a Deep Dive).*

Please share the relevant details below with your team.

To support the College' self-evaluation of the Quality of Education in **(insert Curriculum Team / Subject)**, myself and **(insert additional LT members / external colleagues)** will be completing a Deep Dive on **(insert date / dates)**.

The following QA activities have been planned and cover for your teaching and duty commitments are available for you to accompany us. Please place your cover request on Edupay to secure this as soon as possible.

- Curriculum Discussion **(insert date, time and venue)**
- Lesson Visits **(insert days and dates, but not lessons)**
- Student Discussion **(insert days and dates, but not lessons)**
- Work Scrutiny & Staff Discussion **(insert date, time and venue)**

Please bring the work / books / and KPOWs of the following students to this meeting:

**(insert student names)**

I would like all team members who teach **(insert Curriculum Team / Subject)** to attend, even if they have not received a lesson visit during this Deep Dive.

Seating plans and their accompanying welfare notes (informed by Know Who Know How) will be printed on **(insert date)** to support the Deep Dive. If these are annotated by hand and not saved on Satchel One please provide me with copies by **(insert date)**. If staff make any changes to these after this date, please provide me with up-to-date copies during the Curriculum Discussion.

Please now share the relevant details with your team.

Please remember that the objective is to QA the Quality of Education and not to feedback on the performance of the teacher / HLTA. For further information please refer to the Whole College Quality Assurance Policy - September 2025 in your Curriculum Book.

Thanks,  
*Sarah Adams*  
Assistant Principal: Quality & Impact

### 5.3 Example Deep Dive Itinerary


Curriculum Area / Subject / Whole-College strategy: \_\_\_\_\_

Date: \_\_\_\_\_


Time	QA Activities	Staff involved	Venue
Period 1 8.45 – 9.30	<b>Initial curriculum discussion:</b> Curriculum intent, content and sequencing.	CTL / TLR , Sarah Adams (SAD) Susie Lewis (SLE)	
Period 1 9.30 – 10.30	<b>Lesson Visits:</b>		
10.30 – 10.40	<b>Snack Break</b>		
Period 2A 10.40 – 11.30	<b>Lesson Visits:</b>		
11.30 – 12.00	<b>Lesson Visits:</b>		
Period 2B 12.00 – 12.30	<b>Student Discussions</b> (selection of students from lessons visited).		
12.30 – 1.00pm	<b>Lunch</b>		
Period 3 1–1.30	<b>Lesson Visits:</b>		
1.30 – 2.15	<b>Work Scrutiny</b> (students identified in notification email).		
2.15 – 2.45	Marshalling of evidence	CTL / TLR, SAD & SLE	
2.45pm – 3.15pm	<b>Staff discussions</b>		
3.15 –3.30	Marshalling of evidence	SAD & SLE	
3.30 -4.15pm	<b>Findings and feedback:</b> Connect back to initial curriculum discussion.	CTL / TLR, SAD & SLE	

NB: This example itinerary may change due to the nature of the Curriculum Area / Subject / whole – college strategy and timetable.


## 5.4 Deep Dive Curriculum Discussion Record

<p>Quality of Education</p>  <p><b>Minsthorpe</b> Community College Motivation • Commitment • Care</p>	<p>Name of Curriculum Area / Subject / whole-college strategy &amp; Date:</p>
<p>LT Members involved:</p>	
<p>CTL / TLR holder(s) involved:</p>	
<p><b>What to ask the CRL /TLR holder(s):</b></p>	
<p>1) <i>What do you want a (e.g. Scientist) to look like when they leave MCC?</i></p>	
<p>2) <i>Referring to all relevant key stages, how did you plan and sequence your curriculum?</i></p>	
<p>3) <i>How do you know that teachers are delivering this?</i></p>	
<p>4) <i>Tell me about assessment - <b>how</b> and <b>what</b> do you assess?</i></p>	
<p>5) <i>How do your teachers ensure there is <b>equity of access</b> for SEND and disadvantaged students?</i></p>	
<p>6) <i>What classroom strategies are in place for SEND students (e.g. on an EHCP) and how do you measure their impact?</i></p>	
<p>7) <i>How are any gaps in learning being addressed? (e.g. for SEND, poor attenders). How does your team contribute to improving <b>attendance</b>?</i></p>	
<p>8) <i>How do you support inexperienced or non-specialist staff?</i></p>	
<p>9) <i>What is your quality assurance process? How do you know what typicality is like?</i></p>	
<p>10) <i>In relation to the lessons we are going to visit, what are we going to see being taught and how does it fit in with the sequence of learning?</i></p>	
<p>11) <i>What key concepts and knowledge will we see?</i></p>	
<p>12) <i>Is there anything of note you want to share regarding the lessons we will be visiting? (e.g. high % SEND, staff attendance etc).</i></p>	


Appendix 5.5 Deep Dive Lesson Visit Record

Quality of Education  <b>Minsthorpe</b> Community College Motivation • Commitment • Care		Lesson Visit Dates:		
Classes visited:				
Staff participating:				
What to look for:	Fully in place	Partial	Not in place	Notes if required
1) Does the lesson content <b>match up</b> with the curriculum plan?				
2) Do students know <b>'what the point'</b> of the lesson is and where it is heading?				
3) Is the <b>planned lesson activity well matched to the intended learning outcomes</b> of the lesson?				
4) Are <b>disadvantaged</b> students and those with <b>SEND</b> being supported so they can, where appropriate, access the learning with <b>equity</b> ? <i>What evidence is there that the strategies in place are having impact?</i>				
5) <i>Is there evidence of <b>high expectations</b> of all students through the <b>quality of work completed</b>?</i>				
6) <i>Do the tasks set <b>illicit the desired responses</b> from students?</i>				
7) How are <b>formative assessment</b> techniques being used (e.g. AfL) to <b>meet</b> the intended learning outcomes?				
8) How is any <b>prior assessment</b> being used to support the <b>meeting of intended learning outcomes</b> ?				
9) <b>Is anything getting in the way</b> of the potential for a high quality of education? For example, behaviour, negative attitudes to learning which remain unchallenged etc?				
10) <i>Is there evidence of a positive Curriculum Area <b>attendance</b> culture being established? (E.g. consistent use of rewards, checking in with absentees upon return).</i>				


Appendix 5.6 Deep Dive Student Discussion Record

Quality of Education 		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 <b>articulate the previous lesson content</b> and the connection to today's lesson?				
2. Can students <b>explain what they learnt</b> in the lesson?				
3. How do teachers <b>help students</b> to understand any <b>difficult concepts</b> ?				
4. How do teachers help students to <b>catch up</b> on missed KPOWs?				
5. Do disadvantaged students and those with SEND <b>feel they are supported in their learning</b> ?				
6. Do students find the work <b>easy, OK, or challenging?</b> (particularly important when talking to students with SEND)				
7. Can students show work, from previous learning, they are <b>proud of</b> in their books and <b>explain what it's about</b> ?				
8. Do students do anything <b>outside of lessons</b> to help them understand / remember the knowledge?				


Appendix 5.7 Deep Dive Work Scrutiny Record

<p>Quality of Education</p> 	<p>Work Scrutiny Focus &amp; Date:</p>			
<p>Class names:</p> <p>Staff participating:</p>				
What to look for:	Fully in place	Partial	Not in place	Notes if required
1) Is there evidence that the record of students' work <b>over time</b> reflects curriculum planning and sequencing?				
2) Is there evidence that at least a good quality of education is reflected in the <b>quality of students' work?</b> – e.g., are misconceptions, mistakes in KPOWs challenged and corrected?				
3) Does <b>written feedback illicit the desired responses</b> from students?				
4) Is there evidence that the <b>expectations of all pupils are high</b> and reflected in the quality of presentation and completion of set work?				
5) Is there evidence of whole college <b>literacy strategies</b> being effectively employed?				
6) Is there evidence that teachers have ensured the work of <b>disadvantaged students, PA</b> and those with <b>SEND</b> , reflects appropriate expectations, access to the curriculum and challenge? What evidence is there that the strategies in place are having impact?				
7) Does the students' work evidence the <b>embedding, securing and testing of knowledge and skills?</b> Are all students given opportunities for retention, irrespective of their attendance?				
8) Is there evidence that <b>teachers can articulate</b> all the above elements when scrutinising any students' books/work?				


Appendix 5.8 Deep Dive Staff Discussion Record (Teaching Staff)

<p>Quality of Education</p>  <p><b>Minsthorpe</b> Community College Motivation • Commitment • Care</p>	<p>Staff Discussion Focus &amp; Date:</p>			
<p>Class names:</p> <p>Staff participating:</p>				
What to ask staff:	Fully in place	Partial	Not in place	Notes if required
<p>1. Talk to me about the lesson visited, sequence of learning and how it all fits together, including any <b>assessment, prior and future learning</b>.</p>				
<p>2. What <b>training</b> do you feel has supported and had impact on your teaching? Do you need further support and training?</p>				
<p>3. How do you <b>support</b> those students who are <b>disadvantaged and/or SEND</b> in your lessons and what impact is that support having on them?</p>				
<p>4. What strategies are employed to establish a positive Curriculum Area <b>attendance</b> culture?</p>				
<p>5. How has the College supported you in terms of <b>workload and wellbeing</b>?</p>				

Appendix 5.9 Deep Dive Staff Discussion Record (Associate Staff)

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

Appendix 5.10 Deep Dive Summary of Findings

<p>Quality of Education</p> 	<p>Curriculum Area / Subject and Dates:</p>	
<p>QA Activities undertaken (please list all):</p>		
<p>Prompts to inform feedback summary:</p> <ul style="list-style-type: none"> <li>• Ambition for all (inc Disadv and SEND) - Intent</li> <li>• Curriculum planning and sequencing - Implementation</li> <li>• Curriculum for SEND – Implementation</li> <li>• Strategies for improving attendance</li> <li>• Teacher’s subject knowledge</li> <li>• Development of pedagogy/ appropriate activity choices</li> <li>• Planning for retention of knowledge and skills</li> <li>• Use of assessment</li> <li>• Pupils’ work - Impact</li> </ul>		
<p style="text-align: center;"><b>Strengths</b> (Please provide a list of findings in bullet points)</p>	<p style="text-align: center;"><b>Areas for Development</b> (Please provide a list of findings in bullet points)</p>	
Empty space for Strengths	Empty space for Areas for Development	

## Section 6

### Final Section

# 6.1 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.

# 6.2 Policy Review Schedule

Policy last reviewed:	Due for next review:	Role Responsible:
September 2021	September 2023	Assistant Principal (Quality & Impact)
September 2022	September 2023	Assistant Principal (Quality & Impact)
September 2023	September 2024	Assistant Principal (Quality & Impact)
September 2024	September 2025	Assistant Principal (Quality & Impact)
September 2025	September 2026	Assistant Principal (Quality & Impact)