



## Quality Assurance Policy and Procedures 2017-2018

### Aims and values

PLS is committed to the recruitment of the highest quality trainees in East London. We are unique in that we serve a very specific geographical area but also have partners beyond those boundaries.

We are a unique collection of schools, academies, faith schools and free schools offering trainees the highest quality training within a multi-racial inner-city context with some of our partners extending outside that area.

Our **mission statement** is clear:

Our aim is to recruit, train and retain the very best teachers for the young people of East London and Essex.

We very much see teaching as a vocation and in this light we aim to:

- recognise and respond sensitively to the talents and needs of every trainee teacher and provide the most appropriate means of developing their full potential
- ensure that equality of opportunity is available to all
- welcome, value and respect all who train in PLS
- provide opportunities for experiencing the fullness educational life while developing a spirit of tolerance, understanding and respect for other cultures, traditions and faiths that may be found in our local community and in PLS partner schools
- build a learning community based on justice and a sense of personal responsibility
- promote dialogue and co-operation with the wider community
- encourage commitment to life-long learning.

### Roles and Responsibilities



All areas of PLS are accountable through this overall structure. Partnership is key to the success of PLS and our Quality Assurance policy aims to ensure that we have a consistency across the partnership in the following areas:

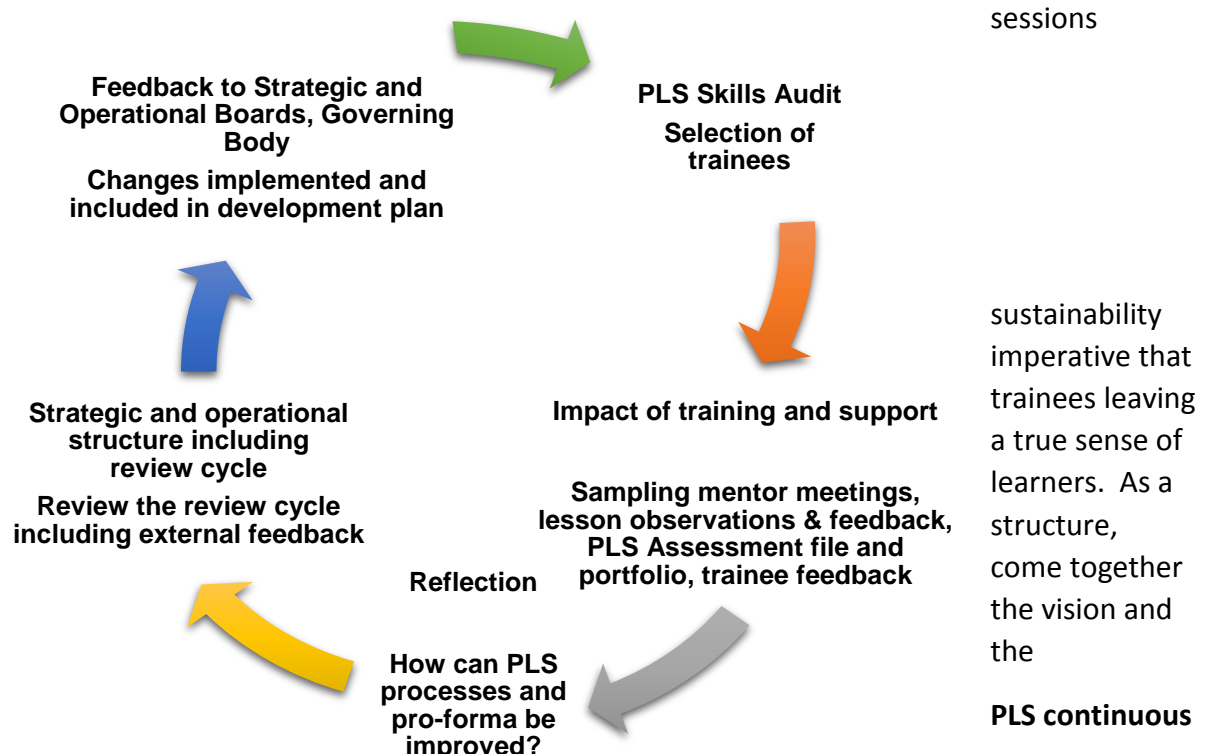
- trainee experience
- mentoring
- delivery of Professional Studies and Subject Development
- assessment of trainees
- monitoring and evaluation of trainees
- quality of feedback to PLS

### Self- improvement

We see our training work as a very important part of and self-improvement. At a time of teacher shortage, it is we use rigour throughout our training programmes so that PLS are motivated self-starters, reflective practitioners who have teaching as a vocation and look upon themselves as lifelong result, our mission statement, development planning, operational management structure, training and professional development all in one holistic vision for the whole partnership. The foundation of its ongoing development is quality assurance as can be seen in

### self-improvement structure diagram

PLS Strategic Board and operational board will moderate quality assurance procedures and judgements to pursue our vision for excellence which is focused on improving high-quality provision and outcomes for trainees, for example, through: the rigorous implementation of well-focused improvement plans based on robust and perceptive self-evaluation.





Quality will be assured through internal and external monitoring to ensure continuous improvement and consistently high quality provision. This will be through:



- Performance Management processes
- PCM involvement in mentor selection
- PCM/Headteacher involvement in recruitment of trainees
- Mentor profile check
- Tutor visits to quality assure school based training and quality of mentoring
- Termly and Half termly progress reviews
- Professional Studies Team meeting
- Final (partnership) Assessment
- Internal moderation
- External examiner visit and report
- PLS Operational board meetings
- PLS Management board meetings
- PLS Strategic Board meetings
- Partnership meetings with University of Sussex
- Trainee questionnaires
- NQT surveys
- Visits to a sample of NQTs to assess preparedness for teaching
- Self-evaluation and improvement planning processes

**The Quality Assurance process** shall be a continuous one. The activities outlined above will enable us to identify risks and areas for improvement throughout the year and allow us to put improvements and/or interventions into place as the course progresses. There will also be an opportunity for mid-year and end of year monitoring, evaluation and action planning.

1. Throughout the year there are designated review points (on the assessment calendar). At these times the Professional Development Team will collate the hard data from written assignments, lesson observations, mentor reports, tutor visits and portfolios. This will be combined with soft data from board meetings, mentors workshops and trainee questionnaires. This process will also allow us to target support and interventions for individual trainees and placement schools where necessary.
2. In addition Professional development team meet to use the findings at review points and the reports of internal and external moderators as well as feedback from mentor workshops, board meetings, to support the action planning and the improvement cycle. Drafts of the Self-Evaluation Form and SCITT Improvement Plan will be discussed at the board meetings for consultation before being finalised and published.



**Quality Assurance: evidence used for ongoing Quality Assurance and Improvement Planning**

<b>Programme strand</b>	<b>Evidence used for Quality Assurance</b>	<b>Assured by whom</b>	<b>Timescale</b>	<b>Monitoring and evaluation process</b>	<b>Action/Intervention</b>
Recruitment and Selection	Recruitment and selection policy  Equal opportunities policies	QA by the operational board and strategic board  Recruitment Team	Reviewed prior to the recruitment schedule e.g. subject tasks, literacy, numeracy and interview questions	Professional development and recruitment team	<b>Wave 1</b> Feeds into self-evaluation and improvement planning process <b>Wave 2</b> Immediate action required
Programme structure	SCITT Directors PCM/ITT Lead Subject mentors Subject Leads Professional Studies facilitators	Programme jointly planned and all parties in partnership taking ownership  QA by the operational board and strategic board	Planning meeting yearly with professional studies amended during the year as per needs	Professional development team, co-directors, feedback from trainees, weekly Guskey forms	<b>Wave 1</b> Feeds into self-evaluation and improvement planning process <b>Wave 2</b> Immediate action required



<p>Subject Mentor meetings and School based training</p>	<p>Mentor meeting records in portfolio Tutor visit documentation</p> <p>6 meetings with school based subject mentor to monitor quality of subject mentoring</p> <p>Weekly Mentor Newsletter to ensure consistency</p>	<p>Professional Development Tutor</p>	<p>Half termly for each trainee at Progress Review Points</p>	<p>Professional Development Director to moderate a sample of Reflection logs</p> <p>Quality of mentoring to be reviewed at each Progress Review Point</p>	<p><b>Wave 1</b> Lead Mentor team to work with mentor to support construction of effective targets and training plans Ensure attendance at Mentor training. Professional development team to coach subject mentor and model some mentor activities</p> <p><b>Wave 2</b> Possible replacement of mentor if no improvement</p> <p><b>Wave 3</b> Review mentor training, tutor visit procedures, partnership agreement or mentor handbook as appropriate</p>
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<p>Observation of teaching</p>	<p>Formal observation of each trainee teaching to monitor quality of trainee progress, 6 times a year</p>	<p>Professional Development Tutor</p>	<p>At each Progress Review Point</p>	<p>Progress in teaching to be reviewed at each Progress Review Point</p>	<p><b>Wave 1</b>          Trainee assigned a trained 'leader in learning'/SLE mentor who will complete a series of reflection and teaching and learning practice tasks with the trainee          Early internal intervention via SAP  <b>Wave 2</b>          Trainee timetable adjustment to incorporate more team teaching, observation of outstanding learning and guided reflection sessions/reduced to allow for a point of focus and for support to be implemented  <b>Wave 3</b>          See Cause for Concern Procedures</p>
<p>Termly Progress Reports</p>	<p>PCMs/school based mentors submit reports reviewing the</p>	<p>PCM/school based subject mentor</p>	<p>PR1 December          PR2 March          PR3 June</p>	<p>Progress Reports to be reviewed and Quality Assured at a meeting of</p>	<p><b>Wave 1</b>          Reports to be returned to PCM for resubmission if</p>



	progress of the trainee	Professional Development Tutor Professional Development Director		the in the week following submission	not written to a standard allowing judgements to be made See Stage 1 cause for concern procedure if trainee not making progress <b>Wave 2</b> See Stage 2 cause for concern procedure if trainee not making progress <b>Wave 3</b> Possible withdrawal of placement if PR not completed to a good standard
QTS Assignments	Team including the Professional Development Team to mark and grade assignments	Professional Development Tutor Lead Mentors Co-Directors	1 December 2 February 3 May	Moderation of assignment grades to be carried out at a meeting of the Professional Development Team in the week following submission	<b>Wave 1</b> Assignments returned to trainee following feedback for re-submission <b>Wave 2</b> See Stage 1 cause for concern procedure





Professional Development File	Professional Development Team to review portfolio progress  Mentor review of evidence on portal	Professional Development Tutor	PCMs to review Portfolios File to be reviewed at each tutor visit x 6 including spot checks throughout the year  Mentors review TS evidence x 6 during the year	Tutors to review based on checklist but also evaluating quality of portfolio	<b>Wave 1</b> Professional Development Tutor and subject mentor to produce portfolio SAP if not of a particular standard <b>Wave 2</b> See Stage 1 cause for concern procedure
PGCE- University of Sussex	Review of trainees progress during meeting with LH from University of sussex  PLS link PGCE tutor works with LH assessing trainees progress	Lucy Harknett- University of Sussex  Partnership meetings with University of Sussex and associated SCITTs	3 times per year	Co-Directors of PLS K.King PGCE Link Tutor Lucy Harknett- University of Sussex	<b>Wave 1-</b> mentor support for trainee, PGCE link interventions <b>Wave 2-</b> Intervention from University of Sussex <b>Wave 3</b> SAP
Examination Board- Internal Moderation	Internal moderation – internal moderator comments and feedback	Operational Board member (experienced PCM from a partner school) Amelia Albert - Experienced Primary ITT member	June	A sample of trainees will have evidence files scrutinised by the internal moderator to ensure that there is confidence in the judgements being made. There will be:	See Final Assessment Procedures Analysis of outcomes feeds into Self-Evaluation and SCITT Improvement Planning process



		<p>Ko Poon- Primary Lead Co Director of PLS Lucy Harknett- University of Sussex</p>		<p>Detailed scrutiny of a sample of trainees from every cohort, including any judged by an assessor as on the pass/fail borderline, or likely to fail. Joint observations of trainees' teaching. Discussions by relevant staff of all the evidence available, including that derived from trainees' previous experience and achievement.</p>	
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<p>Examination Board- External moderation</p>	<p>External examiner comments and feedback</p>	<p><b>Julie Gariazzo B.Ed (Hons, QTS), PGDip, MA, FHEA</b> Senior Lecturer   Programm e Leader Early Childhood with Education and QTS -University of East London</p>	<p>June/July</p>	<p>Scrutiny of a representative sample of trainees from every cohort by: Observation of teaching. Discussion with internal assessors and/or moderators of all the evidence available on whether individual trainees have achieved the QTS standards and at what level. Scrutiny of internal moderation arrangements, drawing on some of the evidence from above.</p>	<p>See Final Assessment Procedures Analysis of outcomes feeds into Self-Evaluation and SCITT Improvement Planning process</p>
<p>Final report- External Moderation</p>	<p>External moderator to produce a report including an evaluation of the strengths and weaknesses of the provision observed, clearly linked to the QTS standards and ITT requirements and</p>	<p>Julie Gariazzo</p>	<p>July</p>	<p>Production of an examiners report to be shared with Operational boards and Strategic Board Report to be submitted to the Director with actions to be added to the improvement process.</p>	<p>See Final Assessment Procedures Examiners report feeds into Self Evaluation and SCITT Improvement Planning process</p>



	<p>including an evaluation of the accuracy of the assessments of trainees' attainment against the standards. Feedback of report to be benched marked against ofsted criteria</p>			<p>Use outcomes data to evaluate the effectiveness of its improvement actions in tackling the priorities listed in its previous years' self-evaluation; and</p> <p>Identify the key priorities for improvement which will update the current plan and focus improvement planning for the following year</p> <p>Compile drafts of improvement planning which are then circulated to all partners for comments.</p>	
PLS Operational Board meetings	Notes and action points recorded by meeting secretary in meeting minutes	Professional Development team, Strategic Director and Directors to review feedback	Professional Development Team meeting at the earliest opportunity after the notes and action points received	Key improvement priorities used to update the current plan and focus improvement planning for the following year	<p><b>Wave 1</b> Feeds into Self Evaluation and Improvement Planning process</p> <p><b>Wave 2</b> Immediate action required</p>



PLS Strategic board meetings	Notes and action points recorded by meeting secretary	Professional Development team, Strategic Director and Directors to review feedback	Professional Development Team meeting at the earliest opportunity after the notes and action points received	Key improvement priorities used to update the current plan and focus improvement planning for the following year	<b>Wave 1</b> Feeds into Self Evaluation and Improvement Planning process <b>Wave 2</b> Immediate action required
Trainee representatives	Notes and action points recorded by meeting secretary	Trainee representatives will feedback to Partnership Committee termly and to the Directors and Strategic Director termly	Half termly	Key improvement priorities used to update the current plan and focus improvement planning for the following year	<b>Wave 1</b> Feeds into Self Evaluation and Improvement Planning process <b>Wave 2</b> Immediate action required
Trainee questionnaires	Outcomes of trainee questionnaires	Professional Development Team and Directors to review feedback	Termly	Key improvement priorities used to update the current plan and focus improvement planning for the following year	<b>Wave 1</b> Feeds into Self Evaluation and Improvement Planning process <b>Wave 2</b> Immediate action required
NQT surveys	Outcomes of NQT surveys	Professional Development Team and Directors to review feedback	Annually	Survey will assess how well NQTs feel the programme prepared them to teach	<b>Wave 1</b> Feeds into Self Evaluation and Improvement Planning process



					<b>Wave 2</b> Immediate action required
Visits to a sample of NQTs to assess preparedness for teaching	Feedback from visit	Professional Development Team and Directors to review feedback	Annually	Using feedback from teaching schools assess how well NQTs and NQT mentors feel the programme prepared them to teach	<b>Wave 1</b> Feeds into Self Evaluation and Improvement Planning process <b>Wave 2</b> Immediate action required
Self-evaluation and improvement planning processes	Self-Evaluation document and SCITT Improvement Plan	Operational board and strategic board	Bi-annually	Interim and Final SED and SIP presented to board members	<b>Wave 1</b> Review of provision for next cohort <b>Wave 2</b> Immediate action required

### Process for removing a partner from the PLS partnership

In the event of a partner school breaching the partnership agreement the SCITT directors will raise a **Cause for Concern Notification**. This will be discussed with the head teacher concerned and an agreed action plan will be drawn up with time defined targets. In the event of those targets not being met the PLS management board may ask the partner school to withdraw from the partnership.

Other circumstances which may lead to withdrawal may include:

- Failure to comply with the terms of the agreement
- Failure to comply with PLS quality assurance procedures
- A partner school being graded inadequate following an OFSTED inspection



The SCITT directors will discuss the individual cases with the Strategic Board including the Accounting Officer.

A letter will be sent informing the partner school of the decision.

### **Trainee assessment and tracking**

The whole point of PLS rests upon producing the highest quality trainees. To do this our tracking and assessment systems must be very rigorous, consistent across the partnership and stand up to external scrutiny. To that end, as a key part of quality assurance, all trainees are reviewed on a half-termly basis. The PLS Partnership Handbook details the appropriate pro-forma. Half-termly reviews are written by the subject/phase mentor with a further additional comment from the PCM/ITT Lead. The final comment on each report is added by PLS Directors.

Trainees are graded from 1 to 4 (with 1 being Outstanding and 4 being Inadequate) against each of the Teachers' Standards and this is a measure of their progress. Mentors meet with trainees on a weekly basis and a mentor log is completed. The trainee will also complete a reflective page each week. These logs build into a valuable evidence base.

Evidence is gathered from:

### **PLS Development and Assessment File**

Every portfolio will be slightly different for each trainee teacher because evidence is very individual however PLS would expect the following to be included. This list is not intended to be exhaustive and should be used as a general guide. PCM/ITT Leads and subject mentors will be able to provide more guidance as required.

- Weekly Reflection and mentor logs
- Lesson plans
- Lesson observation reviews
- The trainee's assessments and records
- Professional development record



- Subject development activities/notes
- A record of wider educational reading undertaken
- The trainee's student marking and assessment
- Any reports written
- PLS termly report

### **Termly Report**

These summative reports provide evidence of achievement to inform:

- At the end of each term the subject mentor and PCM will complete a report on the trainee's progress against the teacher standards
- Targets to be taken into the next term
- The internal and external assessors
- The award of QTS, the final reference
- Training activities for the induction year at the end of term three
- This must be included in your portfolio.

### **Quality Assurance of the Partnership**

Key to the partnership working successfully, meeting its overall aims and vision and mission statement, is the Quality Assurance of all aspects of the partnership. Therefore, PLS facilitators will visit partner schools on a regular basis as part of the internal quality assurance structure.

They will:

- Observe lessons
- Sit in on mentor meetings
- Talk to PCM/ITT Leads
- Talk to trainees





- Talk to students taught by trainees
- Talk to Heads of Departments and class teachers whose lessons are being taught by a trainee

The aim of this process is to ensure a consistency of approach within schools and a consistency of approach across PLS. It is vital that PLS procedures are followed in terms of the Partnership Agreement and the Quality Assurance Policy.

Failure to adhere to both may lead to a school being de-selected from PLS (as set out in PLS Partnership Handbook Page

Results of feedback visits will be given to the PCM/ITT Lead so that this forms part of PLS on-going self-improvement. PCM/ITT Leads and subject mentors are all pro-actively involved in the operational structure of PLS and will attend half-termly meetings where quality assurance will be a standing item on the agenda.

### **Quality Assurance of Finance Systems**

PLS financial arrangements with each partner school are agreed when Partnership Agreements are signed.

Part of the PLS Partnership Agreement is that any payment by PLS to schools should be used for teacher training.

Schools should be mindful of the fact that most trainees now pay for their training either outright or via a Student Loan. As a result, the trainee has an entitlement to mentoring by an experienced mentor that is of a high quality and in lesson time not after school or during a lunch period.

This would be regarded as a breach of PLS Partnership Agreement and Quality Assurance Process and could lead to de-selection.

Trainees on the School Direct salaried route are subject to the school's own Quality Assurance checks in the area of finance.



## **Conclusion**

This policy aims to ensure all aspects of PLS are rigorously monitored and Quality Assured leading to Outstanding trainees and Outstanding training.

The provision will be subject to rigorous external examination and therefore internal processes and external auditing, commissioned by PLS, need to be equally rigorous so that the initial aim of outstanding teachers recruited and retained within East London is met, PLS is sustained, the quality of the partnership grows and all stakeholders gain as a result.



## Risk Management Policy

This policy outlines PLS approaches to management and operational risk and the monitoring of such risks will be divided between the Operational and Management Boards

The policy takes a stepped approach to risk management and service continuity

- **STEP 1**-Assess the situation
  - Will there be service disruption?
  - How long will the disruption last?
  - Do we need to consider- Alternative location?
  - Each situation will be judged on the following scale- Minor, Moderate, major

### *What has happened and how bad is it?*

<u>Event Category</u>	<u>Impact Assessment</u>
<b>Minor</b>	No detrimental impact that requires implementation of SCP
<b>Moderate</b>	There is some detrimental impact on teaching & learning / other school services which <i>may</i> require implementation of SCP if the impact affects critical areas such as education or trainee well-being
<b>Severe</b>	The impact is severe with major detrimental impact on PLS school services <i>Immediate implementation of SCP</i>

- Responsible for assessment and plan implementation- Accounting officer



- Should such risks take place outside the legal entity the head teacher of the partner school will be responsible for the implementation of school level plans but should notify PLS directors immediately of any impact to PLS trainees in terms of interruption to training or well-being
- Management risks will be assessed on a day to day basis as shown in the Health and safety policy
- Trainees at risk of failing the programme will be fully considered through PLS Quality Assurance and support procedures
- Risk of serious complaint is covered by the PLS complaints procedure
- Risk of academic assessment complaint is covered by the PLS academic assessment appeals procedure
- PLS directors will maintain a risk register, the task usually being delegated to the administration team, and each risk will be evaluated using the impact assessment model on page 1 of this policy
- The Accounting Officer will be notified immediately of all identified risks associated with PLS financial position
- All other risks are covered by the Force Majeure clause of the PLS partnership agreement

PLS Quality Assurance and  
Accountability



**Accounting Officer  
Roger Leighton**



**PLS Governing Body and Strategic Board**



**Primary Lead Mentor**

**PLS Operational Board**

**Secondary Lead Mentor**

**Partnership Committee**

**Internal Moderators  
Partner PCMs**

**External Moderator**

**Trainee Representatives**

