

## Quality Assurance Policy

<b>Policy Title</b>		Quality Assurance Policy	
<b>Author / Reviewer</b>		BASCITT Programme Director	
<b>Board/Committee</b>		Board of Trustees	
<b>Signed by Lisa Goodall (Chair of Trustees)</b>			
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### Aims and values

Basingstoke Alliance SCITT is committed to ensuring a high standard of training provision which complies with the requirements and standards for Qualified Teacher Status for the DfE and our Partnership Agreement. It recognises that the implementation of effective quality assurance processes and procedures is fundamental to the realisation of the above commitment and as such is the responsibility of every member of the partnership.

Basingstoke Alliance SCITT aims to provide a high-quality course that is continually being monitored and evaluated and improved upon. Quality assurance is a standing agenda item at all BASCITT leadership meetings and is also an on-going process through many areas of the BASCITT training year. Quality assurance will be based upon clear policies, transparent processes and reliable evidence.

### Areas of Quality Assurance

#### 1. Roles, responsibilities and reporting lines of the BASCITT team

- **Board of Trustees at the Lead School:** body to whom formal reporting takes place in the Autumn Term and at strategic points throughout the year on trainee recruitment, progress and outcomes, QA and finance.

- **Head Teacher of the Lead School:** Accounting Officer, line manages the Programme Director, is the Chair of the Executive Board, accountable to the Board of Trustees.
- **Executive Board:** consists of two Alliance school Headteachers, Headteacher of the Lead School, the Programme Director, a Dove House Trustee and the Chief Financial Officer. They meet half termly and advise on reviews of the programme at strategic points in the year on aspects including: DfE course allocations; marketing; trainee recruitment; induction and progress; addressing the Improvement Plan; outcomes of the SED and key evaluation reports from trainees. The EB supports the development of BASCITT strategic planning; reviews the roles and responsibilities of all of the Partnership schools each year and participates in the interview process of Board Subject Board Tutors. They discuss finance models and BASCITT policies before finalisation and deal with complaints and appeals and the possible selection and de-selection of partnership schools.
- **Assessment Board:** a board appointed by the Executive Board to discuss grades and the award of QTS. The assessment board consists of the two executive headteachers and a member of the Board of Dove House Trustees (excluding the Headteacher).
- **Appeals Committee:** a committee appointed by the Executive Board to manage trainee appeals, trainee termination and complaint appeals.
- **BASCITT Management Committee:** consists of the Headteacher of the Lead School, the Programme Director, Assistant Programme Director, Chief Financial Officer and the SCITT Administrators. This committee meets to discuss and action operational priorities, compliancy, finance and matters arising.
- **Programme Director:** Has overall responsibility for BASCITT trainee recruitment and outcomes. Recruitment follows Government ITT guidelines and core interviews are conducted in partnership schools. Trainees for school direct places have the addition of a member of the senior leadership team of interested schools on the interview panel. The Programme Director plans and delivers the Professional Themes training, oversees quality assurance across the partnership and manages the operational running of the SCITT programme. The Programme Director completes final assessments of all trainees for final internal and external moderation. Recommendations for trainee outcomes/gradings are made to the Assessment Board and DfE for validation and conferral of QTS. The Programme Director is also the Designated Safeguarding Lead for the BASCITT.
- **Chief Financial Officer:** responsible for ensuring sound and appropriate financial governance and risk management arrangements are in place,

preparing and monitoring of budgets and the delivery of annual accounts and relevant auditing by the DfE.

- **Administration:** responsible for ITT entry compliancy, HR and safeguarding administration, recording and monitoring of trainee records.
- **SCITT Coordinators:** Provide the role of Professional Mentors in schools. They meet as a management group once per term chaired by the Programme Director and provide trainees with a professional themes programme that supports coherency and consistency with the central training programme. The SCITTCos support trainees in accessing further CPD opportunities in their schools. Observations of trainees are conducted every half term. The SCITTCos monitor trainee progress by meeting with trainees weekly to ensure the role of subject mentor is being carried out according to BASCITT expectations (see handbook). The SCITTCOs complete final checks of mentor Assessment Reports before they are sent to the Programme Director. SCITTCos ensure that trainees have equal access to the training being provided for other trainees such as School Direct and NQTs. Coherency is further ensured by reviews and evaluation of the school-centred elements of the programme and then reported the Programme Director.

**Subject Board Tutors (SBT):** The SBTs are responsible for the development of trainee's subject knowledge and coherence with central training. They check trainee timetables for breadth of year groups/abilities and weekly mentor meeting entitlement. The SBTs plan, write, resource, deliver and disseminate electronically subject specific training covering all of the Teachers' Standards across 18 weeks of the year. They adapt programmes of training in response to trainee evaluations and attend half termly Subject Tutor meetings chaired by Programme Director. SBTs check files during central training regularly and write two reports per year on each trainee's performance at central training and their progress against their subject knowledge action plans. The SBTs read and grade four assignments throughout the year. The SBTs moderate the quality of the school-based training through co-observing each subject trainee and a moderation visit once per term with the Mentor. For one of these observations, coherency is further supported by the Programme Director joining the observation. The SBT have allocated time per trainee to meet with the mentors to support coherency and they also meet with SCITTCos to discuss trainee progress and feed back to Programme Director. SBT are also invited to participate in subject specific interviews and take responsibility for a subject knowledge audit pre and post interview.

- **Mentors:** The mentors are the expert colleague that support trainee progress on a day to day basis. They participate in collective and individual mentor training throughout the year where attendance is mandatory and monitored. The mentors are invited to use the BASCITT

Mentoring and Coaching Recognition Framework as a development and quality assurance tool to support their role. The mentors meet weekly with trainees to set formal targets that meet each of the Teachers' Standards and conduct a minimum of one formal lesson observation a week. Trainees targets set by their SBT and from their central training are collated in a weekly learning log that mentors read and use to inform the trainee's in school training. BASCITT Mentors are selected by the SCITTCos of the partnership schools on the basis of previous mentor experience, responsibility held in school but also the individual's desire to make mentoring part of their professional development. Mentor training covers all aspects of mentoring - Professional, information, developmental and key personal qualities involved, discussions around some of the actual experiences of the current cohort of trainees (anonymised) and how to set quality targets linked to Teachers' Standards. Training also encompasses how the programme is aligning to the new ITT core content framework. The training also emphasises the Mentors' role in quality assurance and in ensuring consistency in trainee judgements. The Mentor training is on-going throughout the year in a number of different ways, such as, formally identified mentor training events, engagement with the BASCITT Mentoring and Coaching Framework, during external visits to schools by the Programme Director and Subject Board Tutors and via SCITT Co-ordinators in schools whose role includes supporting the development and quality assurance of the mentoring. The SCITTCos are also encouraged to identify the most effective Mentors in their schools and to encourage peer observations of trainees. The BASCITT emphasises the importance of mentoring being part of the teachers' Performance Management targets. The role of the mentor is quality assured by their SCITTCos, the Programme Director and by the Subject Board Tutors. Trainees evaluate the quality of their school experience and mentor on a termly basis. The BASCITT Mentoring and Coaching Recognition Framework provides the benchmark for quality assurance and development.

The BASCITT also encourages the trainees to take a pro-active role in the mentoring process themselves. Trainees have a session on mentoring during their induction programme, including introduction to the BASCITT Mentoring and Coaching Recognition Framework.

## **2. Quality Assurance Framework**

BASCITT's quality assurance framework provides an overview of the annual cycle of quality assurance processes including a timeline. Outcomes are identified for each aspect of the quality assurance framework in order demonstrate the impact and how these support the ongoing process of a quality school centred teacher training programme which includes identifying ways in which it can be improved.

A variety of data is collected and analysed to inform the BASCITT leadership team on the effectiveness of the provision. This will include:

- training sessions, in order to establish their fitness for purpose and to identify strengths and weaknesses across the different contributions to the programme
- trainees' evaluations of how their training needs have been met
- tutors' evaluations of the training programme and how it is administered
- trainees' perceptions of their training
- former trainees, induction tutors and employing schools
- internal and external moderation about the effectiveness and accuracy of the assessments of trainees against the standards for QTS
- external moderator feedback about the effectiveness of training provision in helping trainees to meet the standards for QTS
- the implementation of equality policies, and
- DfE and Ofsted feedback.

### **3. Improvement Plan and Self Evaluation Document**

The Programme Director is responsible for the writing of an Improvement Plan in response to the annual SED. This takes into account DfE and OFSTED feedback and the collection and analyses of a variety of data in order to understand the effectiveness of the BASCITT provision. National and Regional ITT statistics will also provide benchmarks for analysis against the BASCITT data including comparative data and other evidence over a period of time. This plan is monitored and actioned at strategic points in the year by the Programme Director and those identified as responsible for actions in the Improvement Plan. A summary of the key areas for development are shared with all the partnership schools.

### **4. Quality Assurance of schools/visits**

Trainees complete a termly evaluation of their school-based experience regarding support given by Mentors and SCITTCos, CPD opportunities, pedagogical developments appropriateness of classes and support of the Subject Board Tutors. The Programme Director sends this feedback to schools (via SCITTCos) as an end of year report which also incorporates the External Moderator's key points from their report; this feedback is also disseminated to the Executive Board. The Programme Director and Subject Board Tutors feedback formally to the BASCITT following school observation visits which includes monitoring of trainee files, quality of weekly targets set, observation feedback and consistency of lesson judgements. This feedback also checks that the observer co-observed the trainee, observed mentor feedback to the trainee and met with Mentors and SCITTCo's to discuss any issues arising.

### **5. External Moderator**

The Executive Board appoint a suitably experienced external moderator for a three-year cycle. The external moderator should have no direct involvement with the work of the partnership. They will offer an external perspective on the attainment of other providers' trainees being assessed for the award of QTS,

which should help to verify the accuracy of the assessments made by BASCITT.

The responsibilities of external moderators will include:

- detailed scrutiny of a sample of trainees, including a representative cross-section of trainees together with all trainees that internal moderators regard as being on the pass/fail borderline, or possible failures
- observation of the teaching of all trainees in a designated sample, such as those assessed as being borderline satisfactory to good, or borderline good to outstanding
- discussion with internal assessors and/or moderators of all the evidence available on whether individual trainees have achieved the standards for QTS, and at what level
- scrutiny of internal moderation arrangements, drawing on the some of the evidence gained from activities above, and
- producing a report that includes an evaluation of the strengths and weaknesses of the provision observed, clearly linked to the standards for QTS and ITT criteria, and including an evaluation of the accuracy of the assessments of trainees' attainment against the standards for QTS.

## **6. BASCITT Handbook/operational documents**

The BASCITT handbook is amended and updated regularly in response to key feedback from trainees, schools, management groups and external advisors.

## **7. Ongoing CPD for BASCITT team**

The Programme Director regularly attends (in person or online) the Reading University ITT Network group and Wildern schools ITT group which shares Best Practice across a variety of ITT provider models. Mentoring is a standing item. The Programme Director is also a member of NASBTT. The Programme Director also attends appropriate national conferences, including NASBTT's to ensure that that the the SCITT reflects national developments and trends. The Administration Team attend NASBTT/DfE training days and marketing training days. The Programme Director attends OFSTED training.

## **8. Policies**

See BASCITT website.

## **9. Central training**

This consists of 115 hours of subject specific pedagogy and curriculum, professional themes and SEN across the year at a central location in Basingstoke. These sessions are delivered by current classroom teachers (including SLEs and former ASTs) and experts in their field (see BASCITT

Handbook). A member from the Executive Board attends the interviews for the appointments of Subject Board Tutors and they are paid for their preparation time and School release time. The quality of Central Training delivered is evaluated by the trainees 3 x per year (see document) and quality assurance observations are carried out by the Programme Director of Subject Board Tutor sessions. The Programme Director observes and evaluates board tutor sessions and feeds back to tutors in order to improved and sustain the quality of central training. A report on the quality is fed back to the Executive Board and annually to the Trustees.

## **10. Trainee tracking and assessment**

Trainee progress is tracked throughout the year via a variety of routes and is recorded on a trainee tracking document. Assessment **must** be informed by evidenced, professional judgements which are accurate and rigorous.

Judgements need to be based on the quality of the trainees' teaching overall and reflect their impact on pupil progress and learning over time.

Weaknesses or strengths in some of the Teachers' Standards may have significant impact on performance in others. **It is essential that all grades, comments (regarding trainee and pupil progress and learning) and targets are aligned with the grade descriptors for the grade being awarded.**

**Learning Logs /mentor minutes** Trainees complete learning logs at each Monday central training session in order to plan outcomes for the week. This supports coherence across the partnership as is shared with mentors/ SCITTCos, subject board tutors and the BASCITT team. Quality assurance is ensured by the programme director reading the learning logs and feeding back to the trainees for improvement.

Further quality assurance is provided by: Trainee evidence files, targets being set each week with outcomes/evidence linked to the Teachers' Standards are regularly checked by SCITTCo's and periodically by the Programme Director and subject board tutors on Central Training days; feedback is given directly to the trainee and/or school where an issue has arisen. Files are also checked by the Subject Board Tutors, Mentors in schools and during observational visits. Files are checked for the quality of targets set each week linked to the Teachers' Standards, reviews of those targets, progression of targets set, numbers of observations and their judgements, language of ITT levels used and consistency of lesson judgements made, lesson reflections/evaluations, quality of evidence under the Teachers' Standards and observations made of other staff.

Half term and termly assessment reports on trainee progress towards each of the Teachers' Standards are completed by their Mentors and checked by the

SCITT Cos. A sample is moderated by the Programme Director and Subject Board Tutors who check for consistency and accuracy across trainee grading.

Tracking and moderation of trainee progress also happens during external visits (once per term) by Subject Board Tutors and the Programme Director where formal (from second half term onwards) graded observations are undertaken (co-observed with the mentor, subject board tutor and programme director for moderation purposes). A Moderation Visit Form is completed by the external visitor who comments on the quality of the mentoring, the quality of the feedback given to trainee by Mentor and any issues raised in meetings with the mentor and the SCITTCos concerning the progression of the trainee. There is also a guiding set of criteria on the moderation form which are commented on at appropriate times during the trainee's journey. Subject Board Tutors also complete two assessment reports 2x per year on progression towards each of the Teachers' Standards based on contributions to Central Training.

In the Spring Term, trainees are mainly in their second placement schools Monday – Friday and so to ensure the tracking of trainees continues the Programme Director and subject board tutors undertake observation and monitoring visits to each of the partnership schools during the Spring Term.

There is a BASCITT cause for concern policy and procedure. Details of this are found in the handbook. Any cause for concern should be raised as soon as possible during a placement and the Programme Director notified. The cause for concern procedure outlined in the policy should be followed rigorously. The Programme Director receives copies of the support plan put in place and the outcomes of the reviews.

Tracking and assessment also takes place at the transitional points between placement schools where specific targets linked to Teachers' Standards are set for trainees for the particular focus of the next school.

Formative assessment takes many varied forms throughout the BASCITT year. On-going file checks, regular progress checks, discussions between Subject Board Tutors, SCITTCos, Mentors and Programme Director with trainees about progress; micro-teaching and homework tasks at central training; quality of their reflective practice after all lessons taught and observed as evidenced by the BASCITT Handbook paper work; lesson observations; reflective journal; a presentation of the diversity placement experiences in Primary schools and post 16 on the theme of Continuity, Progression and Transition.

The formal (summative assessment) that contributes to the award of Qualified Teacher Status is based on the 100 % coursework including the following:

- The quality of evidence gathered in the Professional Development file that has to be justified under each Teachers Standard by a viva and the school reports/assessments including two selected formal lesson observations per Teachers' Standard.
- Four academic assignments. Trainees will be required to produce a number of formally assessed professional and subject based assignments that will integrate theory and practice. These assignments must be completed and passed. They are assessed against and criteria matrix which includes the Teachers Standards. A sample of each set of assignments is cross moderated within the central training team of the Programme Director and the subject board tutors. The External Moderator reviews a sample of all four assignments. The samples include work of a range of gradings.

Final graded judgement in relation to the award of QTS is made following scrutiny by the Programme Director of all evidence against each of the Teachers' Standards and through a final assessment meeting between each trainee and the Programme Director or the Assistant Programme Director. This is all verified by the Assessment Committee. The assessment committee consists of the two Executive Headteachers and the independent member of the board (AF)

All assessment is externally moderated in June by the External Moderator and a full report provided.

## **11. Recruitment/selection and interview procedures**

The BASCITT Website and UCAS have a very clear recruitment policy. We look for graduates who have a passion for their subject and a clear desire to want to teach. Subject knowledge enhancement courses are conditional where required. We are compliant with ITT Entry Criteria. Early in the year, the Head teachers at the partnership schools identify the course subject/types where they can support training and where they perceive a need in terms of future /employment recruitment. The BASCITT applies to the DfE for these courses. A subject knowledge audit is completed by applicants at selection to inform the planning by BASCITT Subject Board Tutors.

Core applicants are interviewed by a subject specialist and the Programme Director who is also an Executive Board member. The School Direct Salaried and Apprenticeship applicants are interviewed by Headteachers or other delegated senior management of the schools who have requested School Direct Salaried or Apprenticeship, the Programme Director and subject specialist. Current subject and pedagogical knowledge are assessed through

a micro teaching activity, an observational tour of the school and a formal interview (see interview proforma for details). A subject audit is also completed at interview to help inform the selection process and training needs.

## **12. Complaints and appeals process (see separate policy)**

### **13. Recruitment and selection of the BASCITT Staff**

Subject Board Tutors are recommended by Headteachers of partnership schools. They are interviewed and have to present to a panel which includes a member of the Executive Board in order to demonstrate how they would effectively share pedagogy with trainees. Quality assurance of the SBTs is overseen by the Programme Director and Assistant Programme Director through trainee evaluations and scrutiny of training materials three times per year. SCITTCos are selected as the CPD managers within their schools and Mentors are selected by SCITTCos on experience but also suitability. The Executive Board heads change every two years in order to ensure fresh strategic input.

### **14. Trainee Induction**

Trainees attend formal Induction into the BASCITT programme in July and August. Trainees have the opportunity to meet Subject Board Tutors and Mentors and discuss course structure, expectations and assessment processes.

### **15 Training and Development**

Training of Subject Board Tutors, Mentors and SCITTCo's will build on previous training and data collected from evaluations and trainees outcomes (SED) and will be used to inform future policy and procedures. See Improvement plan for latest training and development priorities.

### **16. Trainee Representative Group**

Whole cohort views are sought via termly surveys that then feed into the improvement plan for the following year. In addition, there is a representative group of selected trainees who collate arising matters and meet with the Programme Director on a termly basis to support the quality assurance and development of the BASCITT.