

## Quality Assurance Policy

<b>Policy Title</b>		Quality Assurance Policy	
<b>Author / Reviewer</b>		BASCITT Programme Director	
<b>Board/Committee</b>		Executive Board	
<b>Signed by Sharon Burt (Chair of BASCITT Executive Board)</b>		S Burt	
<b>Reviewed:</b> September 2023	<b>Approved:</b> September 2023	<b>Next Review:</b> September 2024	

### Aims and values

Basingstoke Alliance SCITT (BASCITT) 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 will provide a high-quality course that is continually monitored, evaluated and improved. Quality assurance is a standing agenda item at all BASCITT committee meetings and is 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.

This Quality Assurance policy is informed by NASBTT guidelines and BASCITT's Training and Assessment policy and Cause for Concern policy.

### Areas of Quality Assurance

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

- **Board of Trustees at the Lead School:** are the accountable body for BASCITT.
- **CEO of the Trust:** Accounting Officer, line manages the Programme Director, is the Chair of the Executive Board and is accountable to the Board of Trustees.

- **Executive Board:** consists of Alliance School Headteachers, a SCITT Co-ordinator, CEO of the Trust, the BASCITT Programme Director, a Dove House Trustee and the Chief Financial Officer. The board meets half-termly and monitors 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 the Partnership schools each year and participates in the interview process of 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:
  - 2 Alliance school Headteachers (who are Executive Board members)
  - 1 member of the Board of Dove House Trustees (excluding the Headteacher).
 The Assessment Board is advised by External Moderator.
- **Appeals Committee:** a committee appointed by the Executive Board to manage trainee appeals, trainee termination and complaint appeals.
- **BASCITT Management Committee:** consists of the CEO of the Trust, the 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.

Responsibilities:

- Plans and delivers the Professional Themes training.
  - Oversees quality assurance across the partnership and manages the operational running of the SCITT programme.
  - Completes final assessments of all trainees for final internal and external moderation.
  - Is 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, safeguarding and Student Finance England administration, recording and monitoring of trainee records.
- **SCITT Coordinators:** provide the role of Professional Mentors in schools.

Responsibilities:

- To attend termly quality assurance meetings chaired by the Programme Director.
  - Provide trainees with a professional themes programme that supports coherency and consistency with the central training programme.
  - Support trainees in accessing further CPD opportunities in their schools.
  - Conduct moderation observations of trainees one per term for mentor quality assurance.
  - Monitor and quality assure the Professional Development Records of the trainees in their school.
  - 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).
  - Quality assure the mentors via an end of term report.
  - Complete final checks of mentor Assessment Reports before they are sent to the Programme Director.
  - Ensure that trainees have equal access to the training being provided for other trainees such as School Direct and ECTs.
  - Act as co-authors to quality assure the BASCITT Self-Improvement Plan.
- **Subject Board Tutors (SBT):** provide the role of subject specialism tutor.

Responsibilities:

- Attend half-termly quality assurance meetings chaired by the Programme Director.
- Development of trainee's subject knowledge and coherence with central training.
- Check trainee timetables for breadth of year groups/abilities and weekly mentor meeting entitlement.
- Plan, write, resource, deliver and disseminate electronically subject specific training covering all of the Teachers' Standards across 18 weeks of the year.

- Completion of two reports per year on each trainee's performance at central training and their progress against their subject knowledge action plans.
  - Read, grade and moderate three assignments per trainee throughout the year.
  - Termly moderation visits to quality assure school experience.
  - Quality assurance of the PDRs during central training sessions regarding subject knowledge acquisition.
  - Conduct mentor liaison visits with to promote quality and coherence across trainee settings.
- **Mentors:** are selected by the SCITTCo's of the partnership schools based on previous mentor experience, responsibility held in school but also the individual's desire to make mentoring part of their professional development.

**Responsibilities:**

- To complete full mentor training so they are fully able to support trainees. This includes cognitive science informed pedagogy, instructional coaching methodology and how to ensure the entitlement of the ITT core content framework is met.
- To use the BASCITT Mentoring and Coaching Recognition Framework as a development and quality assurance tool to support their role.
- Meet weekly with trainees to ensure coherence across trainee settings.
- To ensure trainee wellbeing is discussed at weekly mentor meeting and other times as needed.
- Identify trainee goals which are then practiced and fed back on in the trainee's online Professional Development Record (PDR). Over the course of the year, progress towards these identified goals cumulatively shows evidence towards the Teaching Standards.

## **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 committee team on the effectiveness of the provision. This will include:

- Training sessions, 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.
- Surveys across all stakeholders used to inform the SED and SIP.

### **3. Self Evaluation Document**

The Programme Director is responsible for the writing of the annual SED. This considers 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. Actions are monitored and actioned at strategic points in the year by the Programme Director and included as an item at Executive Board meetings to ensure adherence. 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 targets set, observation feedback and cumulative progress towards meeting all the 'learn how to' statements from the ITT core content framework. These reports are made accessible to members of the Executive Board for quality assurance. Monitoring visits also check 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. To appoint an external moderator, NASBTT best practice is followed to ensure not only impartiality, but the suitability of experience to act as a 'critical friend'. 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 BASCITT follow NASBTT best practice to ensure the approach to sampling which underpins effective external moderation is purposeful and robust. Basic protocols are agreed between the BASCITT and the external moderator to ensure a cross section of trainees are seen including borderline trainees. A trainee progress tracker that also includes school placements and geographical information will be provided to the external moderator in order that they can identify which trainees should be sampled (minimum 10%) and a visit programme can be generated.

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.
- Observations of the teaching of all trainees in at least two partnership schools.
- Meeting with stakeholder groups such as Headteachers, SCITTCos, Subject Board Tutors, Mentors and trainees.
- 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.
- Produce 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 the the SCITT reflects national developments and trends. The Administration Team attend NASBTT/DfE training days and marketing training days. The Programme Director and admin team attend any available OFSTED training offered by NASBTT.

## **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 and experts in their field (see BASCITT Handbook for calendar). A member from the Executive Board attends the interviews for the appointments of Subject Board Tutors. Subject Board Tutors 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 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 to improve and sustain the quality of central training.

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

An overview of the formal assessment framework can be viewed as a flow chart on page 11.

Trainee progress is tracked and formatively assessed throughout the year via a variety of routes and is recorded in the Professional Development Record (PDR). The trainees have three Professional Learning Conversations, one at the end of each term. These will focus on how the trainee is learning from expert colleagues across the five areas of Behaviour Management, Curriculum, Pedagogy, Assessment and Professional Behaviours. Summative assessments against the Teaching Standards happen at the course mid-point (February half term) and at the end of the course. Trainees will be judged as having met or not met each Teaching Sub-Standard and this judgement needs to be based on the quality of the trainees' teaching overall and reflect their impact on pupil progress and learning over time.

**PDR targets/mentor minutes:** Trainees set targets at each Monday central training session in order to plan outcomes for the week. These targets are captured in their Professional Development Records so all stakeholders have access and can quality assure them. 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 reviewing and providing feedback weekly on the mentor meeting minutes.

Further quality assurance is provided by all those who have an overview of the the online PDRs to check the cumulative progress toward the Teaching Standards. The BASCITT team will check the PDRs weekly, the subject board tutors and SCITTCos will check the PDRs as part of their moderation process. All moderation checks by the BASCITT team, the subject board tutors and SCITTCos will assess the quality of targets set each week linked to the reviews of those targets, progression of targets set and reflections/evaluations.

The mentors complete a proforma after each Professional Learning Conversation, and at the mid-point and end-point summative assessments against the Teaching Standards.

Tracking and moderation of trainee progress also happens during external visits (once per term) by Subject Board Tutors and the Programme Director. A Moderation Visit Form is completed by the external visitor who comments on the quality of the school-based experience, the cumulative progress of the trainee, the quality of the feedback given to the trainee by Mentor and any issues raised in meetings with the mentor and the SCITTCo concerning the progression of the trainee. Furthermore, progress towards subject knowledge acquisition is ongoing, but commented on during moderation visits. 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 per year to capture trainee progress during Central Training sessions.

Moderation visits by the SBT, the Programme Director and the SCITTCo also happen at placement 2 schools during the Spring term.

There is a BASCITT cause for concern policy and procedure, details of which are found in the handbook and followed when necessary.



Tracking and assessment also take place at the transitional points between placement schools where specific targets identified in the Professional Learning Conversations are set for trainees for the particular focus of the next school.

Formative assessment takes many varied forms throughout the BASCITT year, as well as those outlined above.

- Weekly checking of the PDR goal tracker by the Programme Director.
- Fortnightly checks of the SKAP (subject knowledge action plans) by the Assistant Programme Director.
- Discussions between Subject Board Tutors, SCITTCos, Mentors and Programme Director with trainees about progress.

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 Record that must be justified under each Teachers Standard by a final Professional Learning Conversation and the school reports/assessments.
- Three 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 three assignments. The samples include work of a range of gradings.

The award of QTS is considered and then made at the final Assessment Board meeting. This follows scrutiny by the Programme Director of all evidence against each of the Teachers' Standards and through a final Professional Learning Conversation between each trainee and the Programme Director. This is all verified by the Assessment Board. The Assessment Board consists of the two Executive Headteachers and a member of the Board of Dove House Trustees (excluding the Headteacher) and is advised by the External Moderator.

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

BASCITT follows DfE Apply guidance for recruitment and selection a very clear recruitment policy. Compliancy is fully aligned with the ITT Entry Criteria and Supporting Advice and also uses NASBTT guidance, compliance and safeguarding matrices.

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

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

Subject Board Tutors are interviewed by the Programme Director and Assistant Programme Director/**current Subject Board** Tutor in order to demonstrate how they would effectively share pedagogy with trainees. Quality assurance of the SBTs is overseen by the Programme Director through trainee evaluations and scrutiny of training materials three times per year. Furthermore, the SBT are quality assured via moderation drop-in visits at Central Training sessions and feedback provided.

SCITTCos are selected as the CPD (continual professional development) managers within their schools, and are usually the ECT manager too, and Mentors are selected by SCITTCos on experience but also suitability.

## **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 is relevant to the changing scope of frameworks and curricula. Data collected from evaluations, the external moderator report and the SED will be used to inform future policy and procedures around training.

## **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 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.

First Half term settling in report by **mentor** (due **20/10/23**)

Moderation formative observations by  
**SCITTCo** + **SBT** + **BASCITT** (completed HT 2)

Formative PLC1 (trainee and **mentor**)  
**SCITTCo** mentor report  
**SBT** report  
Assignment 1  
(all due by **08/12/23**)

Moderation formative observations by  
**SCITTCo** + **SBT** + **BASCITT** (completed HT 4)

**Summative** report against TS completed by **mentor** (due **09/02/24**)

Formative PLC2 (trainee and **mentor**)  
**SCITTCo** mentor report  
Assignment 2 +3  
(all completed by **28/03/24**)

Moderation formative observations by  
**SCITTCo** + **SBT** (completed HT 6)

**SCITTCo** mentor report  
**SBT** report  
(all due by **07/06/24**)

**Summative** report against TS completed by **mentor** (**28/06/24**)  
PLC3 (**BASCITT**+Trainee+**SCITTCo**)