**Ashton on Mersey SCITT**

**Quality Assurance Policy**

**Author: S Buckley Date written/amended: 19th October 2021**

**Date of next review: 19th October 2022**

**Aims and Values:**

Ashton on Mersey SCITT understands and is committed to establishing and maintaining a high-quality training programme that produces excellent teachers.

Our QA procedures will underpin our ethos around supporting each trainee on their teacher training journey. Ofsted referred to Ashton on Mersey as a ‘listening SCITT’ this is something that is reflection throughout our rigorous monitoring and evaluation of our Primary and Secondary programmes.

The SCITT ensures our training programmes are compliant with all requirements for ITT providers from the Department of Education.

**Leadership and Management**

**The Ashton on Mersey SCITT Strategic Board is responsible for:**

* Ensuring the policy is in working practice
* Development of strategic plan which supports future compliance with the requirements of ITT.

**The Director of SCITT is responsible for:**

* Directing the work of the SCITT Manager to provide evidence of compliance and other QA issues
* Monitoring compliance
* Direct line management of the SCITT Manager
* Direct line management of the Course Leader

**The SCITT Manager is responsible for:**

* Overall responsibility for compliance with the requirements for ITT
* Providing evidence of data collected
* Implementation of systems that will facilitate the collection of data as required.

**Procedures:**

Our QA procedure ensure that our strategic planning builds upon our strengths and supports the development of other areas. A self-evaluation document is produced for use by the SCITT Management team and Strategic Board.

**Compliance**

Compliance updates will be presented to the Strategic Board throughout the year. Results from monitoring and evaluation will also be fed back. This will inform strategic planning.

**Monitoring**

The training programme has been evaluated against the Initial Teacher Training Ofsted Inspection Framework. The Self Evaluation Document is presented to the Strategic Board.

The Strategic Board will maintain overall responsibility for compliance with the requirements for ITT. Monitoring will be through regular reports from the SCITT Manager and Course Leader. The Strategic Board will use data collated from:

* Evaluations of training sessions from the trainees
* Written evidence and feedback from partner schools
* Written evidence from external sources including Ofsted reports and External Moderator reports
* Outcome data

Feedback from monitoring and reports to Strategic Board will be published in minutes of its meetings.

Breakdown of QA procedures across the SCITT, please also see Appendix 1.

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| **Activity** | **QA Procedures** |
| Application process | Applications checked by SCITT Manager and Course Leader.  SCITT administrator emails applicant outlining interview process and tasks. |
| Interview process | Qualifications checked by SCITT administrator. Copies of original certificates are taken.  Identity of applicant is checked by SCITT administrator on arrival.  At least one member of SCITT management team is involved in the interview to ensure equal opportunities.  Professional Mentors from across the partnership involved in the interview panel. |
| Programme design | Learning Themes have been designed in line with the Teacher’s Standards.  Course Leader ensures the ITT Core Content Framework is fully embedded within the curriculum.  Recommendations arising from the evaluations have been incorporated into the programme design. |
| Centre-based sessions | All content has been mapped against the ITT core content framework.  Objectives and learning outcomes for each training session are identified by the Course Leader and shared with the facilitators.  All facilitators are identified as experts within their field.  Trainee teachers evaluate each session against the learning objectives.  Trainee teachers Subject Knowledge Audits are monitored and tracked by Course Leader and emerging issues are identified and acted upon. |
| School-based learning | Trainee teachers evaluate their placements.  Evaluations are summarised and shared with the partner schools  Selection and de-selection criteria as outlined within partnership agreement.  Mentor workshops take place prior to each placement  Trainee entitlement of weekly mentor meeting and lesson observations tracked and monitored by Course Leader.  QI visits for each trainee per placement which consists of joint observation with member of QI team and mentor.  A sample of Trainee teachers to be observed by External Moderator. |
| SCITT Self-evaluation | Each programme has been evaluated against the Ofsted Framework.  The SEF is shared with the Strategic Board. |

Trainee teachers have the opportunity throughout the year to give feedback and help to drive improvement. Specific trainee voice meetings take place twice a year and are led by a member of the strategic board. All centre based sessions are evaluated by the trainees. This feedback is collated and any actions are addressed by the course leaders and facilitator informing the ongoing development of the programme

Each term trainee teachers complete an end of term evaluation form which we use to reflect on the previous term, plan and make any appropriate changes going forward.

A student voice session is held once a term allowing course leaders to gather further evaluative information to inform practice.