

## **Ashton on Mersey SCITT** **Quality Assurance Policy**

**Date amended: 20<sup>th</sup> July 2023**

### **Aims**

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 Programmes Manager to provide evidence of compliance and other QA issues
- Monitoring compliance
- Direct line management of the SCITT Programmes Manager
- Direct line management of the SCITT Lead

**The SCITT Programmes 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 Programmes Manager and SCITT Lead. The Strategic Board will use data collated from:

- Evaluations of training sessions from the trainees
- 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.

Activity	QA Procedures
Application process	Applications checked by SCITT Programmes Manager and SCITT Lead. SCITT Programmes Manager or SCITT administrator emails applicant outlining interview process and tasks.
Interview process	Identity of applicant is checked by at interview At least one member of SCITT management team is involved in the interview to ensure equal opportunities. Experts from across the partnership maybe involved in the interview panel.
Programme design	Learning Themes have been designed in line with the Teacher’s Standards. SCITT Lead ensures the ITT Core Content Framework is fully embedded within the curriculum. Recommendations arising from the evaluations have been incorporated into the programme design.
Core Training	All content has been mapped against the ITT core content framework. Objectives and learning outcomes for each training session are identified by the SCITT Lead and shared with the facilitators. All facilitators are identified as experts within their field. Trainee teachers evaluate each session
In-School Practice	Trainee teachers evaluate their placements. Selection and de-selection criteria as outlined within partnership agreement. Mentor workshops take place prior to each placement

	<p>Trainee entitlement of weekly mentor meeting and lesson observations tracked and monitored by SCITT Lead and SCITT Administrator</p> <p>QI visits for each trainee per placement which consists of joint observation with member of QI team and mentor.</p> <p>A sample of Trainee teachers to be observed by External Moderator.</p>
<p>SCITT Self-evaluation</p>	<p>Each programme has been evaluated against the Ofsted Framework.</p> <p>The SEF is shared with the Strategic Board.</p>

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 and local Headteachers. All core training sessions are evaluated by the trainees. This feedback is collated and any actions are addressed by the SCITT Lead and facilitator informing the ongoing development of the programme

Trainee teachers and mentors complete an end of placement evaluation form which we use to reflect on the placement, plan and make any appropriate changes going forward.

Intent	Implementation	Impact
<b>Recruitment - Applicants</b>		
<ul style="list-style-type: none"> <li>- SCITT team completed Safer Recruitment Training</li> <li>- Format of recruitment process reviewed and agreed by SCITT team and shared with Strategic Board</li> </ul>	<ul style="list-style-type: none"> <li>- Consistent format and questions for all primary and secondary applicants (transferable online as needed)</li> <li>- BLI governor to quality assure recruitment process once per term and feedback to SCITT</li> </ul>	<ul style="list-style-type: none"> <li>- Quality of trainees on programme</li> <li>- Reduced number of trainees who defer/withdraw from the programme</li> </ul>
<b>Curriculum – Facilitators – Ensuring effective and consistent teaching of coherent, a well-planned programme and their integration across the partnership</b>		
<ul style="list-style-type: none"> <li>- ITT Core Content Framework purposefully integrated within SCITT curriculum learning themes.</li> </ul>	<p><b>Core Content Framework</b>            Subject lead and expert colleagues design curriculum that meets the requirements of the CCF.            Annual meetings to review curriculum</p> <p><b>Mosaic – driving trainee progress</b></p> <ul style="list-style-type: none"> <li>- Trainee and mentor to set school practice target based on CCF from lesson observations</li> <li>- Aims are set at the start of every core training with targets set at the end. Targets uploaded on Mosaic by SCITT Lead</li> <li>- Secondary subject leads to have access to Mosaic to monitor subject and curriculum development</li> <li>- Mentors to set SBL targets based on CCF to compliment trainee targets and develop practice within the classroom to build on prior knowledge.</li> <li>- SCITT Lead and QI Consultant monitor target setting</li> </ul> <p><b>Quality Improvement – Core training</b></p> <ul style="list-style-type: none"> <li>- QR code for trainees to feed back after each session</li> <li>- Feedback checked by SCITT Lead and shared with facilitator to adapt following session to revisit or develop specific areas based on the merging needs of the trainees</li> </ul> <p>SCITT Lead to monitor Core training sessions</p> <ul style="list-style-type: none"> <li>- Curriculum intent and coverage</li> </ul>	<p><b>Core Content Framework</b>            Trainees develop detailed knowledge and skills across the taught ITE curriculum. This knowledge is routinely and skilfully applied by trainees to their professional practice. Trainees are able to apply what they have learned from the range of different placement experiences and settings.</p> <p><b>Mosaic</b></p> <ul style="list-style-type: none"> <li>- Purposeful targets linking school and core training to underpin trainee development</li> </ul> <p>The ITE curriculum is ambitious in scope and rigorous in content choice. It is coherent and well sequenced and leads to cumulatively sufficient knowledge and skills.</p>

	<ul style="list-style-type: none"> <li>- Evidence informed</li> <li>- Quality of facilitator</li> <li>- Quality of learning</li> <li>- Targets to align learning to trainees’ in-school practice (using CCF framework)</li> </ul> <p><b>Quality Improvement Reports</b></p> <ul style="list-style-type: none"> <li>- Actions to be agreed</li> <li>- Key actions to feed into SED</li> </ul> <p><b>External Moderator</b></p> <p>Bi-annual visits from External Moderator to review any changes to our processes and procedures.          Review our assessment paperwork and to observe trainee progress presentations</p> <p><b>Strategic Board</b></p> <p>Local representatives who can offer both a strategic and operational steer in our development work.          The team meet on a termly basis to review our assessment and curriculum offer.</p> <ul style="list-style-type: none"> <li>- CEO of local Trust</li> <li>- Representative from Local Teaching School Hub</li> <li>- Trust Governor</li> <li>- Trust Chief Finance Officer</li> <li>- Representative of Trust Executive Team</li> <li>- Placement mentors</li> <li>- Representative from Best Practice Network</li> </ul>	<p>Ongoing assessment enables the partnership and SCITT team to diagnose deficits and close gaps.</p> <p>Leaders in settings/schools work together as a partnership in order to contribute to: developing the education and training that trainees receive; systematically evaluating the intent and implementation of the ITE curriculum; and the strategic leadership of the ITE provision.</p>
<b>Placements – Schools / Mentors</b>		
<ul style="list-style-type: none"> <li>- Welcome meeting for new placement schools</li> </ul>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>- Head teacher / professional mentor termly newsletter</li> <li>- Monthly</li> </ul>	<ul style="list-style-type: none"> <li>- Sustaining existing partnership of schools</li> <li>- Emerging partnership with new schools</li> </ul>

<ul style="list-style-type: none"> <li>- Mentor workshop accessible to all; variety of dates, times, recordings and online resources</li> <li>- Mentor ‘drop ins’ for ongoing support</li> </ul>	<p><b>Mentor workshops – developing high quality mentoring team</b></p> <ul style="list-style-type: none"> <li>- Prioritise new mentors for initial / early visit / mentor induction</li> <li>- Programme ‘drop in’ sessions each month to allow mentors to ask ongoing questions</li> <li>- Additional visits / check ins with mentors who need more support</li> </ul> <p><b>Mosaic monitoring - driving trainee progress</b>  Weekly monitoring focusing on the quality of</p> <ul style="list-style-type: none"> <li>- Targets and reflections</li> <li>- Lesson observation, questions and reflective notes</li> <li>- Mentor reviews (intent – implementation – impact)</li> <li>- Review targets (mid and end of placement)</li> </ul> <p><b>Quality Improvement – In school practice</b>  <b>One visit / meet per placement</b></p> <ul style="list-style-type: none"> <li>- Prioritise new mentors for initial visit and early QI meet</li> <li>- Check in with existing mentors and schedule later for QI meet</li> </ul> <p><i>Visit / meet to focus on quality of the following areas to support trainee progress</i></p> <ul style="list-style-type: none"> <li>- Targets and reflections</li> <li>- Post lesson learning conversation</li> <li>- Strengths and areas for development (linking to targets)</li> <li>- Subject and phase specific support</li> <li>- Workload and wellbeing</li> </ul> <p>Plus the opportunity to feedback on the SCITT programme</p> <p><b>Quality Improvement Visits – Summary report</b></p> <ul style="list-style-type: none"> <li>- One report per placement</li> <li>- Report to be shared with the SCITT team meeting and actions agreed and shared with Strategic Board</li> <li>- Key actions to feed into SED</li> </ul> <p><b>External Moderator</b></p>	<p>Settings/schools work with the partnership to ensure that, as far as is possible, mentoring supports the intent of the ITE curriculum.</p> <p>Ongoing formative assessment of trainees focuses on whether trainees are gaining, applying and refining the knowledge and skills set out in the ITE curriculum, paying particular attention to subject-specific dimensions.</p>
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	<p>To sample trainee/mentor feedback          Report on findings to SCITT team and Strategic Board          Observe QI visit</p> <p><b>Placement Review – Trainees and mentors</b>          One review per placement          Trainees and mentors’ feedback to the SCITT team on the following areas of support:          Placement support          Mentoring          Core training          PGCE          SCITT support          Wellbeing and workload</p> <p><b>Strategic Board</b>          - Placement QI summary and actions report to be shared with the group on a termly basis          - Key actions to feed into SED</p>	<p>Leaders and managers have a clear picture of the partnership’s strengths and weaknesses, and have used this to secure improvements for trainees.</p>
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**Progress Meetings - Trainees**

<p>Trainee Progress Meeting – Mid year / end of placement A</p> <p>Trainee Progress Meeting – End of year / Placement B</p>	<p><b>Quality Improvement – SCITT Internal Moderation</b>          Progress meetings for all trainees and range of trainees selected for internal moderation at the end of placement</p> <p><b>External Moderator</b>          Range of trainees selected for external moderation during end point progress meetings.</p>	<p>Trainees reflect on their Teaching in the context of the curriculum components that they intended pupils to master.</p> <p>When trainees complete their training, they are aware of their professional strengths and areas for improvement.</p>
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# Quality Improvement flow diagram

