**Teaching & Learning Quality Assurance Policy**

# Introduction

Education has the single biggest impact on a young person’s future quality of life. The purpose of The Boxing Academy is to provide a high quality education to students who have struggled to succeed in a mainstream setting. Alongside the extensive pastoral work carried out, the school mission is to ensure that all students leave the school with a suite of academic qualifications that enables them to continue in education and training post-16.

# Aims and objectives

The aim and objective of this policy is to outline the ways in which we monitor the quality of teaching and learning within the school. The aim of all our quality assurance work is to ensure that the provision pupils receive at The Boxing Academy enables them to attain the aspirational academic goals that we have for every student.

The QA process is designed to mitigate the challenges presented by having a smaller teaching staff, through prioritising collaborative working and the development of leadership at all levels. The process is embedded into the routines of the school, allowing teachers to spend time thinking about, discussing, and developing their pedagogy without undue additional workload or the Quality Assurance process becoming merely a ‘tick box’ exercise.

The goal is to develop a self-sustaining system of continuous improvement and review that is overseen by school leadership, but primarily teacher and staff led. The Boxing Academy works with external partners to support their quality assurance work. This includes the school SIP, partner schools and the Board of Governors.

# Oversight and Execution

Quality Assurance of Teaching and Learning (T&L) is overseen by the Principal and the Senior Leader in charge of Teaching and Learning. Most T&L monitoring and development takes place through the hub of the weekly teacher meetings.

**Continuous Professional Development (CPD)**

CPD at The Boxing Academy comprises INSET training and a half-termly pedagogical focus planned into the teacher meeting schedule. Where appropriate, we seek opportunities to work with external partners to broaden the range of expertise and wider research that our staff are exposed to. The BA is a member of the Hackney Teaching and Schools Alliance.

CPD training in the teacher meeting cycle is both instructive and reflective. A pedagogical idea is introduced at the start of each half term, applied and then reported back on at the end of the half term. During this period, teachers are expected to reflect on their own practice, experiment with new techniques, carry out peer observations and report back on their experience at another scheduled session later in the half term. The pedagogical foci come from both the teaching and learning lead, and the teachers themselves, encouraging a collaborative and collegiate approach to continuous improvement in teaching and learning.

**Curriculum Review**

To ensure that our curriculum is of a high quality and seeks to meet the needs of all pupils we systematically undertake audits of all schemes of work. These take place at the end of every half term as part of the teacher meeting cycle. Teachers are asked to reflect on and record what worked well and what could be improved for the next teaching of the unit, as well as what could be applied to the next unit about to be taught. There is an expectation that these changes are put into effect before the unit is taught again the following year. These reflections and recommendations for change are retained and form part of ongoing teaching and learning oversight.

The focus of all review work is to ensure that the curriculum enables educational progress for all pupils. Pupils at The Boxing Academy invariably have significant learning gaps which can have a profound impact on their ability to access new learning unless these gaps are sufficiently identified and addressed. Schemes of work must be rooted in knowledge and skills building - with the ultimate goal of achieving a Level 2 qualification in each subject. They must have consideration for prior knowledge requirements and how to meet those, as far as they are able, and must be underpinned by an awareness of age-related expectations and student progress from all starting points.

**Pupil-focused Feedback**

To understand the pupil experience and the effectiveness of curriculum implementation, regular pupil-focused feedback is part of the teacher meeting cycle.

Pupil-focused feedback comprises feedback from pod leaders on a student’s academic performance across the five subjects. There will be two sessions per half term scheduled into the teacher meetings, other than in the spring term, where there will be one. In each meeting, three students will be the focus. These students will be selected by the pod leaders and the SEND department.

Pod leaders will feedback on:

1. Student engagement
2. What works for that student
3. What doesn’t work for that student
4. Any barriers to learning (with additional input from SEND department)
5. The student’s perspective on their learning

In addition, teachers will bring the three students’ books/ work with them to the meeting. This will function in place of a ‘book look’, and will provide regular and timely insight into quality of work being produced and teacher feedback. There is an acknowledgement that within the wider school context, a large percentage of feedback will be verbal and in the moment.

**Coaching and mentoring**

At The Boxing Academy we are committed to embedding and upholding a culture of ‘productive mistake making’ with pupils and staff. To this end, we believe that feedback is central to our goal of continuous improvement. As a school, we encourage reflective practice in all our staff and promote an open door policy. Coaching is an area of our quality assurance work that we are working on in order to support timely and relevant problem solving alongside sharing good practice. In addition to this, where necessary to support new teachers, we also provide mentoring from the teaching and learning lead and through HTAS.

**ASSESSMENT, DATA AND TARGET SETTING**

Assessment at the Boxing Academy focusses on personal development, behaviour and academic ability in order to effectively support student progress.

**Baselines**

All students take the following assessments to establish a start point for their progress:

* Baseline tests in all academic subjects
* Behaviour targets (set in consultation with students and parents)
* Literacy (NGRT)
* Soft skills and well-being (Boxhall profile and PASS)

**The purpose of assessment**

* To provide effective feedback to students.
* To actively involve and motivate students in their own learning.
* To address the need for students to be able to assess themselves and understand how they can improve.
* To adjust teaching to personalise learning.
* To allow teachers and pod leaders to evaluate and respond to their teaching and students’ learning.
* To track student progress and coordinate intervention where appropriate.
* To record, recognise and celebrate student achievement.
* To inform parents and providers of progress being made.

**Data**

Teachers and pod leaders will report assessment data at the end of the Autumn and Summer terms. For academic data this will consist of a formal assessment result and teacher’s prediction for the end of the academic year based on all assessed and evaluated work that half term. The data entered will include sub levels.

Progress will be tracked against minimum expected targets. These are that a KS4 student is expected to achieve 3 sub levels of progress (i.e., a whole GCSE grade) in an academic year. KS3 students are tracked against a skills development continuum.

For behaviour this will include a summary of daily in-class points data and progress against behaviour targets (set termly).

This data and the progress monitoring that is drawn from it is reported to students using feedback in and out of class. Parents receive written reports at the end of the Autumn and Summer terms and are invited to the termly Progress Day visits to examine books and talk to teachers. This data is reported to governors at the Progress and Curriculum Committee which meets three times per year.

**Progress in the classroom**

It is the responsibility of all subject teachers to create learning opportunities and an open culture of enquiry within their classroom. They will focus on the key elements of the Boxing Academy pedagogy for creating a ‘Growth Mindset’: developing reading and literacy and supporting the development of thinking skills.

Teachers should mark student’s work in a way that impacts directly on student progress. Teachers will use marking to reflect on individual progress and plan more personalised future work. Comments in books should be about what students have done well and what they should do to improve. This can be achieved in several ways. Teachers will use oral feedback with students. There is no requirement to record this in student’s books. Feedback should be meaningful, manageable and motivating and must impact upon the learner.

**Inclusion**

The principles of this assessment policy apply to all students, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of students’ special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all students. However, this should take account of the amount of effort the student puts in as well as the outcomes achieved.

Our assessment arrangements will consider progress relative to student starting points and take this into account alongside the nature of students’ learning difficulties.

**Communication**

To ensure the assessment approach is communicated to students effectively, each term teachers outline the learning that will take place and what the end of term assessment will be. Students are made aware of assessment objectives. Subject visual journey maps will help students understand how each assessment fits into the yearly curriculum map.

All Boxing Academy students will have had negative experiences in their education prior to joining the Academy. For this reason, assessment is communicated to students in a positive, realistic and sensitive way that helps address knowledge gaps and special educational needs, while also taking account of the impact of adverse childhood experiences.

Parents receive weekly reports, regular positive updates (such as a phone call home) when appropriate and will have an opportunity to discuss this process in-person every term on Progress Day.

**Accountability**

The Boxing Academy will improve outcomes for students by motivating staff to develop their skills and improve their performance. All staff will have performance management targets and regular line management meetings to review the effectiveness of their roles. The appraisal period will run for 12 months, normally from 31 October to 31 October.

The objectives set for all members of staff are intended to contribute to the academy improvement priorities and faculty/department action plans and take into account the professional aspirations of staff.

All classroom based staff will have two objectives: one objective linked to the quality of teaching based on recent lesson observations and outcomes for students and a second objective directly linked to the Boxing Academy Improvement Plan priorities. Staff who are paid on the UPS scale or Extended Leadership Team will have a third objective linked to their leadership and management responsibilities.

Before the start of each appraisal period, each member of staff will be informed of the standards against which their performance in that appraisal period will be assessed. All teachers will be assessed against the National Teacher Professional Standards. The Principal or Governing Body (as appropriate) will need to consider whether certain teachers should be assessed against other sets of standards published by the Secretary of State or other body that are relevant to them.

This is outlined in more detail in the BA Appraisal Policy.

**APPENDIX A: Yearly Teacher Meeting Schedule**

**Autumn 1:**

1) Summer Exam Feedback - Data Analysis and Teacher Meetings

2) Pedagogy

3) Pupil Focused Feedback: Pods 1, 2, 3 - Led by SEND and Pod Leaders

4) Coaching - buddy system

5) Pedagogy Feedback and Next Steps

6) Pupil Focused Feedback: Pods 4, 5, 6 - Led by SEND and Pod Leaders

7) Curriculum Review

**Autumn 2:**

8) Baseline Feedback - forward planning

9) Pedagogy

10) Pupil Focused Feedback: Pods 1, 2, 3 - Led by SEND and Pod Leaders

11) Coaching - buddy system

12) Pedagogy Feedback and Next Steps

13) Pupil Focused Feedback: Pods 4, 5, 6 - Led by SEND and Pod Leaders

14) Curriculum Review

**Spring 1:**

15) Y11 & Pedagogy

16) Pupil Focused Feedback: Pods 1, 2, 3 - Led by SEND and Pod Leaders

17) Coaching - buddy system

18) Pedagogy Feedback and Next Steps

19) Curriculum Review

**Spring 2:**

20) Y11 & Pedagogy

21) Pupil Focused Feedback: Pods 3, 5, 6 - Led by SEND and Pod Leaders

22) Coaching - buddy system

23) Pedagogy Feedback and Next Steps

24) Curriculum Review

**Summer 1:**

25) Pedagogy

26) Pupil Focused Feedback: Pods 3, 4 - Led by SEND and Pod Leaders

27) Coaching - buddy system

28) Pedagogy Feedback and Next Steps

29) Pupil Focused Feedback: Pods 5, 6 - Led by SEND and Pod Leaders

30) Curriculum Review

**Summer 2:**

31) Pedagogy

32) Pupil Focused Feedback: Pods 3, 4 - Led by SEND and Pod Leaders

33) Coaching - buddy system

34) Pedagogy Feedback and Next Steps

35) Pupil Focused Feedback: Pods 5, 6 - Led by SEND and Pod Leaders

36) Curriculum Review

**Pupil Focused Feedback Process**

1. A week before the teacher meeting, Pod Leaders and SENDCo select the students.

2) Pod Leaders observe students in their lessons across the week focusing on:

a) Student engagement in each subject and how/ if it differs and why

b) What works for that student - tasks, processes, sequencing, seating plan etc

c) What doesn’t work - as above

3) Pod Leaders/ Assistant SENDCo speak to the students about their learning experience. The questions should focus on learning and tasks, not the teacher, to allow for neutral feedback to teachers and to be able to see patterns of success. Questions could include:

a) How do you know you're doing well in X?

b) Do you know how to improve in X?

c) Which lessons do you really enjoy? Why?

d) Are there any times you’re bored? Why does that happen?

e) What helps you to stay focused in lessons?

f) What makes you feel proud of yourself in a lesson?

4) Pod Leaders feedback to teachers in the meeting on the following:

a. Student engagement

b. What works for that student

c. What doesn’t work

d. The students’ perspective on their learning

5) Finally, pod leaders can offer suggestions based on their overview, and take any questions.

**Links with other policies**

This policy is linked to the Boxing Academy Curriculum Policy.

**APPENDIX B: SUMMARY OF ASSESSMENT AND MONITORING ROUTINES**

**1. BEHAVIOUR**

Our method is built around creating a secure, consistent, positive and disciplined environment for students to ensure that they engage and make the best progress possible.

Within that robust structure, we can be flexible to ensure that we address each child’s needs effectively. The aim is not to control them, but to equip them to control themselves.

**Setting targets for behaviour for learning**

All our students are categorised as SEN Support, and at the point of referral we receive a report on their issues and challenges which informs our planning. Behaviour targets from a suite of choices on the Provision Map are agreed between the student, parent/carer and BA on Progress Day for that term. There are two targets: in-class and out of class.

|  |  |
| --- | --- |
|  | Exceeded expected progress |
|  | Achieved expected progress |
|  | Less than expected progress |

These targets are reviewed weekly between the pod leader and students, usually as a group piece of work. At the end of each term the pod leader will track the progress according to this scale:

**Behaviour for Learning: REWARDS**

The behaviour for learning of all students is monitored by their pod leaders in lessons:

**3 = Excellent**, **2 = Good**, **1 = Poor**

(No points are awarded if a child is absent)

These points are collated at the end of the week and the report emailed to parents and commissioners. The school rankings are published, and top students / pods will receive privileges such as being first for lunch or to leave at the end of school. All reward points are counted to be converted into vouchers at the end of term prize giving ceremony.

**Attendance**

The weekly attendance prizes are given at the end of the day on Fridays. Every student who achieves 100% attendance and punctuality will be eligible for a take-home treat.

**Tracking and using data to improve behaviour**

The behaviour data is discussed in the weekly meetings. Students are discussed with reference to their points and targets and trends are identified to inform intervention.

If their behaviour does not improve as a result of this then a parent/carer meeting is the most likely next step, possibly with the commissioner as well.

**2. TRACKING WELL-BEING**

The Boxing Academy uses the Boxhall Profile system for all students to gain a precise picture of their strengths, as well as any difficulties which could affect their learning.

The school cohort is also tracked with PASS (Pupil Attitudes to Self and School). The PASS surveys are used, in combination with other data and staff observations, to effect better planning and assess progress. This system is new (Jan 2024) as part of the GL Assessment suite so a useful data set will take two terms to establish.

**3. ACADEMIC**

Academic progress is tracked and reported and a minimum expectation of progress set as higher than in mainstream. This takes place within the same calendar of reporting as behaviour and well-being tracking, which gives the school a holistic view of the student.

**SCHOOL ASSESSMENT AND MONITORING CALENDAR**

|  |  |
| --- | --- |
| **INDUCTION** | **Baseline assessments:** All students undertake baselines in Maths, English, Science and PASS. The pod leader induction starts a conversation about their behaviour needs.  **SaLT and Well-Being:** All students are screened by the SaLT and Counsellor in their first week. |
| **DAILY** | **All-staff meeting:** All staff attend the Safeguarding and Behaviour Reassurance meeting every day to discuss student progress.  **Points:** BfL points given throughout the day in class.  **Behaviour targets:** Daily conversations between PL and student about behaviour and attitudes. |
| **WEEKLY** | **Behaviour targets**: Review progress weekly in PL meetings and devise strategies.  **Well-Being:** Welfare team caseload reviewed each week.  **Academic:** Teachers’ weekly meeting to discuss progress and identify causes for concern. |
| **HALF TERMLY**  **(6 weeks)** | **Behaviour targets:** Check in on progress towards behaviour targets; new strategies will be employed if required.  **Well-being:** Welfare Team review any students who need a mental health intervention. |
| **TERMLY** | **Progress Day**: Parents, teachers and pod leaders meet to discuss progress and set new targets on first day of term.  **Data drop:** Pod leaders and Teachers assess and submit data at the end of the Autumn and Summer term. This is interrogated by SLT.  **Rewards:** End of term prizes for academic, behaviour and boxing achievements at end of term. |
| **REPORTING** | **To parents and commissioners:** At the end of the Autumn and Summer terms a report on academic and behaviour progress.  **To governors:** Every term this data is reported to the Pupil Progress Committee meeting. |