Quality Assurance Policy

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 NCTL 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

- **Governing Body of 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 Manager, Chair of the Executive Board, accountable to the Governing Body.

- **Executive Board**: consists of two Alliance school Head Teachers, Head Teacher of the Lead School, the Programme Manager and the Business and Finance Director; meets termly; approves the recommendations of trainees for QTS by the Programme Manager; advises on reviews of the programme at strategic points in the year including NCTL course allocations, marketing, trainee recruitment, induction and progress; additional review points are based upon actions addressing the Improvement Plan, outcomes of the SED and key evaluation reports from trainees regarding assessments of their individual schools/central training and from Subject Tutors and Programme Manager regarding quality of school observational visits; 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 Tutors; discusses

finance models and BASCITT policies before finalisation; deals with complaints and appeals; selection and de-selection of partnership schools.

- **Programme Manager:** overall responsibility for BASCITT trainee outcomes, QA and operational running of the SCITT Programme and recommends trainee outcomes/gradings to the NCTL for validation & conferral of QTS.

- **Finance and Business Director & Team:** responsible for BASCITT financial arrangements and policies and auditing by the NCTL; accountable to the governing body via the Executive Board; communicates with partnership schools regarding salary grants; organises trainee bursaries and student finance.

- **SCITT Coordinators:** role of Professional Mentors in schools; meet as a management group once per term chaired by Programme Manager; support trainees in accessing further CPD opportunities in their schools; observe trainees termly; ensure that trainees have equal access to the training being provided for other trainees such as School Direct and NQTs and monitor the subject mentors in their schools; report to Programme Manager on reviews of the school-centred elements of the programme; respond to evaluations of the quality of schools' support for ITT training and make the necessary improvements.

- **Board Subject Tutors:** pivotal link between the school and SCITT management; attend BASCITT mentoring training; check trainee time tables for breadth of year groups/abilities and weekly mentor meeting entitlement; plan, write, resource, deliver and disseminate electronically to trainees, subject specific training across 20 weeks of the year; adapt programmes of training in response to trainee evaluations; attend half termly Subject Tutor meetings chaired by Programme Manager and track trainee progress through standardisation and moderation of trainee file evidence, report gradings, schools' input and central training; check files during central training regularly and report any issues to Programme Manager and trainees; co-observe each subject trainee once per term; observe quality of lesson feedback given to trainee and feedback formally to Programme Manager; meet with SCITTCos to discuss trainee progress and feed back to Programme Manager; active participation in all subject specific trainee interviews and take responsibility for a subject knowledge audit during or before the interview.

- **Mentors:** ensure consistency of mentoring standards and gradings of trainees within their schools; participate in collective and individual mentor training throughout the year; meet regularly with trainees and observe formally weekly; mentors are responsible for meeting with trainees as part of their induction.

2   Improvement Plan and Self Evaluation Document

The Programme Manager is responsible for the writing of an Improvement Plan in response to the annual SED. This plan is monitored and actioned at strategic points in the year by the Programme Manager and those identified as responsible for actions in the Improvement Plan.

3   Quality Assurance of schools/visits

Trainees complete a termly evaluation of their school based experience covering support by mentors and SCITTCos, CPD opportunities, appropriateness of classes and support of the subject tutors. The Programme Manager gives feedback to schools (via SCITTCos) before the second placements begin and this also helps inform a mentoring 'Good Practice' group; this feedback is also disseminated to the Executive Board. The Programme Manager and Subject 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 SCITTCos to discuss any issues arising.

4   Mentoring

The BASCITT ensures that mentoring is understood by all as a vital and on-going process. In June and July, school subject mentors are required to attend (and SCITTCos, Board Tutors and trainees are invited to attend) initial BASCITT mentor training. This consists of the role and qualities of mentoring as an on-going process but also BASCITT documentation including how to set rigorous and developmental targets for the trainees that link to the Teachers' Standards and how to use the language of the NASBITT levels when observing in order to secure consistency of lesson judgements made across all schools and trainees. A 'best practice group' identified will support this training. All meetings with BASCITT management groups, visits to schools and central training are all used as platforms for furthering the development of mentoring as an on-going process and at strategic times in the year.

5   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.

6   Ongoing CPD for BASCITT team

The Programme Manager regularly attends the Reading University ITT Network group which shares Best Practice across a variety of ITT provider models. Mentoring is a standing item. The Programme Manager is also a member of NASBITT. The Finance Team attend DMS/NCTL training days. The Programme Manager attends OFSTED training.

7   Policies

See BASCITT website.

8   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 and Subject 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 (see document) and the feedback shared with the Subject Tutors who make the necessary amendments and training. A report on this quality is feedback to the Executive Board and annually to Governors.

9   Trainee tracking and assessment

Trainee progress is tracked throughout the year via a variety of routes. Trainees' files are all checked by the Programme Manager on Central Training days and the checks logged onto a tracking over-view spread sheet; feedback is given directly to the trainee. Files are also checked half termly by the subject tutors at 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 termly and termly reports are completed about the trainees by their mentors and checked by the SCITTCos are also moderated (sample) by the Programme Manager who checks consistency across trainee grading.

Tracking of trainee progress also happens during external visits (once per term) by subject tutors and Programme Manager where formal (from second half term onwards) graded observations are undertaken (co-observed with the class teacher). A School Visit Form is completed by the external visitor who comments on quality of trainee files, how the observation was conducted, the quality of the feedback given to trainee by class teacher and any issues raised in meetings with the mentor and the SCITTCo concerning the progression of the trainee.

In the Spring Term, trainees are in their second placement schools Monday – Friday and so to ensure the tracking of trainees continues the Programme

Manager undertakes monitoring visits to each of the partnership schools during the first half of the Spring Term. During these visits, files are checked, meetings with trainees are observed and a weekly target setting meeting (per school) is observed by the Programme Manager.

Any Causes for Concern will have been raised very early in the academic year and a support and review form discussed between school and trainee, with time bonded reviews. The Programme Manger 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.

Assessment takes many varied forms throughout the BASCITT year. On-going file checks, discussions between subject tutors and Programme Manager with trainees about progress; micro-teaching 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 diary; a formal summary of the diversity placement experiences and key research/learning in relation to days spent in Primary schools on the theme of Transition is assessed by the Programme Manager and moderated.

Final graded judgement in relation to the award of QTS is made following scrutiny by the Programme Manager of all evidence against each of the Teachers' Standards and through a final assessment meeting between each trainee and the Programme Manager.

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

10   Recruitment/selection and interview procedures

The BASCITT Website and UCAS has a very clear recruitment policy. We look for good graduates who have experience working with young people. Where the degree may not be in the specialist subject, an offer is conditional on the applicant completing the Subject Knowledge Enhancement course. We are compliant with skills tests and NARIC checks. Earlier in the year, the Headteachers of 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 NCTL for these courses.

Core applicants are interviewed by a subject specialist and the Programme Manager who is also an Executive Board member. The School Direct applicants are interviewed by Headteachers or other senior management of the schools

who have requested School Direct, the Programme Manager and subject specialist. Current subject and pedagogical knowledge are assessed through a micro teaching activity with 6 or 7 pupils on a curriculum topic, an observational tour of the school and a formal interview (see interview pro-forma for details).

11   Complaints and appeals process (see separate policy)

12   Financial systems (see separate policy)

13   Recruitment and selection of the BASCITT Team

Subject tutors are recommended by Headteachers of partnership schools. They are interviewed and have to present to a panel of the Executive Board in order to demonstrate how they would effectively share pedagogy with trainees. The quality of performance is observed by the Programme Manager and through trainee evaluations and scrutiny of training materials of the Central Training three times per year. SCITTCos are selected as the CPD managers within their schools and mentors are selected by SCITTCos on experience but also aptitude. The Executive Board heads change every two years in order to ensure fresh strategic input.

14   Trainee Induction

Trainees meet their different mentors in Summer and Autumn terms and are Trainees invited to attend initial mentor training alongside mentors and SCITTCos.
Schools include BASCITT trainees in in relevant sessions of their in-house ITT/NQT induction.

15   Training and Development

Training of Board Subject Tutors, mentors and SCITTCos will build on previous training and data collected from evaluations will be used to inform future policy and procedures.

16   Publishing Policy

This policy will be published on the BASCITT website.

17   Review date for the Policy

This policy will be reviewed by the Programme Manager and ratified by the Executive Board in July 2015.