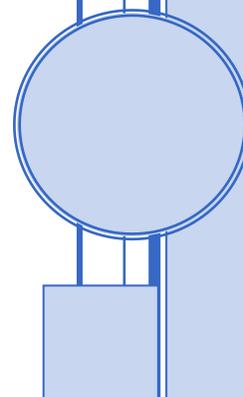




GULLANE PRIMARY SCHOOL

QUALITY ASSURANCE POLICY

2/19/2019



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QUALITY ASSURANCE POLICY

(This policy takes account of the recommendations set out in a Curriculum for Excellence (CfE). It should be read in conjunction with our Assessment, Behaviour, Learning and Teaching, Support for Learning and all curricular policies.)

RATIONALE

'The significant relationship between effective self-evaluation and school improvement can also be seen as an "inwards, outwards, forwards" approach

Through this approach, you will look inwards to analyse your work, look outwards to find out more about what is working well for others locally and nationally and look forwards to gauge what continuous improvement might look like in the longer term.'

How Good Is Our School? (4th edition 2015)

AIMS

All staff in Gullane Primary are committed to making it an 'excellent school' and, by so doing, providing education of the highest quality for our pupils.

Through our quality assurance systems we aim to answer three big questions set in How Good Is Our School? :

- How are we doing?
- How do we know?
- What are we going to do now?

By answering these questions we seek to:

- ❖ promote quality throughout the school.
- ❖ improve learning and teaching.
- ❖ establish links between the school improvement plan and classroom practice.
- ❖ identify and share good practice.
- ❖ encourage self-reflection.
- ❖ gather information which will inform future developments.

IMPLEMENTATION

A key management function is to monitor the work done in school. In Gullane Primary, the Management Team (MT) will systematically monitor Learning and Teaching through:

- teachers' planning
- shared classroom experience
- sampling children's work

- tracking pupil performance
- attendance
- dialogue with teachers
- dialogue with pupils
- dialogue with parents
- dialogue with other agencies.

Teachers' Planning

Forward plans will be monitored termly. A member of the MT will read and evaluate the plan giving written as well as oral feedback. In terms 2, 3 and 4 a planning meeting will involve a discussion on pupils' progress.

Daily plans should be completed at least three days in advance and be available for the MT if required.

Shared Classroom Practice

A member of the MT will formally visit each class throughout the year to observe learning and teaching. Staff will be notified of the date and purpose of this visit. During the visit MT will observe the ongoing work of the class, as well as work with an identified group of children using the teacher's plans. As soon as convenient after the shared classroom experience, the MT member will provide feedback, which will identify strengths and agree areas for development arising from the lesson. If required, a follow-up visit will be arranged, in no later than a month's time, which will focus on the action point from the previous experience. Again, feedback will be given and a brief written note of both visits agreed. Good practice identified during Shared Classroom Practice may be shared with others at a staff meeting.

Peer Shared Classroom Practice

Twice a year, class teachers arrange to take part in Shared Classroom Practice with another colleague of their choice. Following this experience feedback will be shared. Again, good practice identified during Peer Shared Classroom Practice can be shared with others at a staff meeting.

Sampling pupils' work

Children's work will be monitored throughout the year by the MT using any, some or all of the following: class jotters; worksheets; journals; homework; display; and audio/video/photographic. Seven criteria will be used when monitoring pupils' work:

1. quantity
2. quality
3. progress
4. balance
5. differentiation
6. assessment
7. presentation

Written feedback will be completed by the MT and discussed with the teacher as soon as convenient.

Tracking pupil performance

Pupils' progress will be tracked using SEEMIS and the MT will use this to monitor pupil progress through Curriculum for Excellence (CfE) levels. In terms 2, 3 and 4 pupil progress will be discussed at a planning meeting. The MT will also monitor formal assessments such as Scottish National Standardised Assessments (SNSA) or Single Word Spelling Test (SWST) and use this information in their discussions with the Learning Support teacher and class teachers.

Attendance

If pupils are to achieve their full potential it is essential that they attend school as often as possible. It is therefore very important that class teachers monitor attendance and punctuality and raise concerns with the MT. The Business Support Administrator will also monitor attendance and send out Absence Enquiry letters to the parents of children for whom no explanation for absence has been given. The MT may liaise with colleagues in Children's Wellbeing to plan ways in which to support the parents to help improve their child's attendance. The outcome of this intervention will be monitored and, if necessary, a referral may be made to the Children's Reporter.

Dialogue with teachers

In addition, informal dialogue will take place during day-to-day discussions about the work of the class or individuals.

Dialogue with pupils

This will also be both formal and informal. Informal discussions may take place when a child is sent to a member of the MT for recognition or during shared classroom experience. More formal views will be sought through discussions with the Pupil Council which meets on a regular basis.

Dialogue with parents

Again, this will be both formal and informal in nature. Informal discussions may take place when a parent comes to bring or collect a child from school. Such dialogue will also take place during events such as parents' meetings, assemblies or sports. More formal views will be sought from discussions with the Parent Carer Council which meets on a regular basis.

Other quality assurance procedures used in Gullane Primary include:

- School Improvement Planning / Standards and Quality Report
- Professional Development and Review/Career Long Professional Learning
- Evaluation visits by the authority's Quality Improvement Officers, Education Scotland etc

School Improvement Planning/ Standards and Quality Report

School Improvement Planning is a well-established practice within the school. Audits of various aspects of school life take place every year and the results of these are reflected in the school's Standards and Quality report. These audits are planned on a cyclical basis to ensure that all aspects are covered in the course of three years. All stakeholders are involved in the process. QIO reports, Career Long Professional Learning needs and recommendations from Education Scotland make valuable input to the planning process. We also take account of authority and national priorities in our improvement planning.

In identifying areas of strength, weaknesses and development priorities, we will strive to enhance the quality of provision we make in the school. The School Improvement Plan also helps to make developments within the school manageable.

Professional Development and Review / Career Long Professional Learning

Gullane Primary is fully involved in the authority's scheme for Professional Review and Development. All teaching and support staff have a professional review meeting once a year.

As a result of these reviews, needs identified are taken account of when considering Career Long Professional Learning (CLPL) within the school or externally through the authority's Career Long Professional Learning programme.

Quality Assurance and Education Scotland

Gullane Primary's internal quality assurance systems are supplemented by visits/inspections by external agencies such as the authority's Quality Improvement Officers and Education Scotland. Such visits are based upon the Quality Indicators in How Good Is Our School. Following each of these visits a detailed report will be written and the school will be expected to draw up an action plan to address any recommendations. Staff have a collective responsibility for the implementation of such an action plan.

RESPONSIBILITIES

The **Management Team** (MT) will:

- support and advise teachers in implementing this policy
- ensure that this policy is understood and implemented by staff, pupils, parents and others

Individual **teachers** should involve themselves in the quality assurance process by:

- using a range of strategies to assess children's progress.
- using assessment to inform future planning.
- monitoring and evaluating their forward plans and classroom timetables.
- evaluating their own practice.
- observing colleagues and giving feedback on their practice.
- Seeking to update and improve their practice through CLPL

Pupils can be encouraged to become involved in the process through:

- reflecting upon and evaluating their own practice and standards
- evaluating the work of their peers
- setting personal learning targets.

Parents should be encouraged to become involved in the process through:

- liaising with the teacher on pupil progress.
- providing support to the pupil at home.
- working in partnership with the school.

MONITORING AND EVALUATION

The responsibility for the implementation of this policy lies with all staff; however, promoted staff will, through routine quality assurance procedures seek to ensure that it is put into practice. All staff will be involved in evaluating the effectiveness of this policy.