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1. Purpose

The policy commits Howard House School to maintain and improve the quality of its teaching and learning provision through the processes of continuous improvement and quality assurance. The policy applies to all staff, all students and other stakeholders. The objective is to embed effective quality processes that are rigorously implemented to foster a culture of continuous improvement in all facets of the School.

The policy focuses on the 10 strategic priorities at Howard House School are:

1. To improve the quality of teaching, learning and assessment.
2. To modernise and reform the curriculum.
3. To grow, consolidate or reduce the curriculum offer.
4. To improve student progression, employability and wider student outcomes.
5. To increase the involvement of business/employers in curriculum design and delivery.
6. To enhance the learning environment.
7. To more effectively support students.
8. To more effectively support teaching staff
9. To improve the student voice
10. To develop effective partnerships

The policy supports Howard House School by:

- Ensuring high quality of teaching, learning and assessment.
- Meeting students' needs and facilitating 'Student Voice' activity.
- Meeting the priorities of Young Foundations.
- Meeting standards set by national inspection regimes; most particularly OFSTED and ISS.
- Dealing promptly and fairly with complaints
- Meeting the requirements of internal and external audits.
- Meeting Awarding Organisation requirements.
- Meeting the needs of business.
- Identifying strategies for improvement.
- Ensuring quality assurance processes are rigorous.
- Making best use of the talent and energies of the School staff.

2. Policy

2.1 Howard House School is committed to improving the quality of its provision by:

- Ensuring high standards of professionalism through continuous professional development (CPD).
- Implementing rigorous self-assessment processes.

- Embedding effective policies and procedures.
- Analysing performance against School targets and impact assessing necessary interventions.
- Ensuring all staff employed by the School are engaged in improving the quality of provision.

2.2 The quality process involves a cycle of activities of which course reviews and self-assessment are central.

The major elements are:

- Identifying and action planning priorities at different levels of the School.
- Establishing performance indicators/targets against which provision is judged.
- Collecting data in order to measure performance.
- Analysing performance against challenging targets and performance indicators.
- Implementing and monitoring quality improvement plans.
- Issuing reports on quality matters for the school leadership team and the governors/equivalent.

2.3 This cyclical process occurs at school, curriculum, team and subject level throughout The School.

3. Implementation and Review The cyclical self-assessment process is supported by a series of activities, procedures and practices. It is the responsibility of:

3.1 Senior Leaders to identify the strategic priorities of the School in response to internal and external drivers and initiatives.

3.2 Senior Leaders, Subject Leaders and other designated staff to develop and review School policies and associated procedures, guidelines and strategies.

3.3 Senior Leaders, Subject Leads and School Administrator to:

- Self-assess their area of provision and contribute to the School RAP.
- Conduct appraisals of all their staff.
- Establish induction and mentoring arrangements for all new staff or for staff with new responsibilities.
- Devise and co-ordinate an area training and development plan.
- Carry out a programme of lesson observations supported by Senior Leaders and SchoolIP.
- Maintain and review standard quality service agreements.

3.4 The Senior Leaders to:

- Manage the annual quality cycle.
- Review school improvement plans (SIP) for impact amending as appropriate.
- Monitor Awarding Organisation reports and action plan where necessary.
- Monitor and report on the complaints procedure, to ensure response targets are met.
- Manage and report on student/employer survey processes and action plan accordingly.
- Manage and report on the lesson observation programme, putting into place recommended improvements.
- Manage and report on internal inspection processes, ensuring recommendations are implemented.
- Provide, manage and report on participation and impact of staff CPD opportunities.
- Ensure, through audit, that all staff comply with quality policies and procedures.

QUALITY POLICY



3.5 Teachers/Tutors to complete area self-assessments by:

- Reviewing student, achievement, success and destinations.
- Reviewing induction.
- Reviewing teaching, learning, resourcing and assessment
- Provide effective and appropriate teaching, training and support for learning.
- Undertake appropriate development and training.
- Offer flexibility within schemes of work to include all students at all times and to ensure courses fulfil individual needs.

3.6 Senior Leaders to validate all implementation and review outcomes.

3.7 All staff to engage in the appraisal process ensuring their agreed targets are met.

3.8 All staff to attend appropriate training supplied by the School.