



Quality Assurance of Teaching and Learning Policy

Version 1

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Purpose & Rationale

Quality assurance activity operates independently from pay determination. The purpose of quality assurance is to evaluate and improve the quality of education and to support professional growth. It does not constitute a performance-related pay system.

Pay progression is governed solely by the Trust Pay Policy. Evidence gathered through quality assurance processes may inform professional development and, where necessary, formal support processes in line with the Trust Capability Policy, but quality assurance activity in itself does not determine pay outcomes.

All quality assurance processes will be developmental, proportionate and evidence based. Where concerns arise regarding professional standards, these will be addressed through the structured support mechanisms set out in the relevant Trust policies.

Principles

Quality assurance at BFLPT involves the systematic review of the quality of education. While the design of quality assurance schedules and practices in individual schools may vary, their common objective is to improve teaching and learning – with the ultimate goal to support the best outcomes for learners.

Quality assurance practices include processes that are external and internal to BFLPT schools/UTC. External processes include Trust and external validation of school/UTC evaluations. Internal school/UTC quality assurance processes are agreed by the trust and will be planned and implemented on an annual cycle to ensure rigorous whole school self-evaluation. This approach ensures a clear focus on individual school development, providing data on aspects such as climate for learning, effective teaching and learning, pupil outcomes and the impact of school improvement actions.

Quality assurance is important for accountability as well as to support the ongoing development of the Trust' schools/UTC with an underlying commitment to enhancing teaching and learning through the professional growth of teachers. Quality assurance that is focused on development and growth supports our schools to adapt to the changing needs of learners; continued growth of teachers; and statutory frameworks.

The key principles which underpin our schools' quality assurance processes are:

- comprehensive, consistent and accurate
- efficient, transparent and understood by all
- based on effective and sensible use of evidence
- effective in evaluating performance around all aspects of the quality of education and experience in schools
- not onerous and do not significantly increase workload
- focused on sharing responsibility among all staff
- used above all to inform actions that improve teaching and learning, curriculum, outcomes and pupil experiences

Conditions for effective quality assurance include ensuring ownership of the process by each school/UTC through meaningful dialogue and actions, within each school and across the Trust. The challenge for our Trust is to develop and sustain a professional learning growth culture to support the development of Teaching & Learning, with an emphasis on quality improvement more than quality 'control'.

Professional Growth and Formal Support

Quality assurance within the Trust is universal, developmental and designed to support continuous professional growth. Routine quality assurance activities, including learning walks, lesson drop-ins, work scrutiny and stakeholder voice, form part of the Trust's standard evaluation framework and do not in themselves constitute a formal performance concern. Informal feedback arising from such activities is developmental in nature and is intended to support reflection, coaching and professional dialogue.

Coaching forms part of the Trust's professional growth framework and is a routine and expected element of professional practice. All staff may receive coaching at any point during the academic year as part of normal quality assurance activity. Coaching is developmental in nature and is intended to strengthen practice, promote reflection and support continuous improvement.

Coaching may be provided by line-managers, senior leaders, trained instructional coaches or other designated colleagues. It may include modelling, joint planning, structured professional dialogue, lesson rehearsal or feedback following observation activity.

The provision of coaching does not constitute informal support under the Capability Procedure and does not indicate a formal performance concern. It is a supportive measure designed to enhance professional practice and may be provided irrespective of a member of staff's level of experience or performance.

Enhanced support and coaching are intended to secure improvement at an early stage and promote continuous professional development. During the academic year, it is reasonable to expect that all staff may receive enhanced support as part of normal professional practice, arising from curriculum development, cohort needs, school priorities or professional reflection. Receipt of enhanced support does not indicate performance concern. Where areas for development are identified through routine quality assurance activity, timely coaching and targeted development will be implemented to strengthen practice before issues become embedded. The purpose of this early intervention is to provide constructive guidance and a reasonable opportunity to improve, reducing the likelihood of progression to informal support or the Formal Capability Procedure. Escalation to capability will only be considered where sufficient improvement has not been secured through these supportive measures or where concerns are sufficiently serious to warrant formal action.

Where evidence from quality assurance activity indicates more serious or sustained concerns regarding professional standards, the member of staff will be informed in writing and a formal, time-bound professional support process will be initiated. This process will clearly set out the areas of concern, the support to be provided, the

expected improvements and the review period. The purpose of this stage is to secure improvement through structured support and reasonable opportunity to demonstrate sustained progress.

Entry into the formal capability process will only occur where sufficient improvement has not been secured through the formal support stage, or where concerns are of such gravity that immediate escalation is warranted. Capability procedures are governed separately by the Trust Capability Policy.

Evidence gathered through quality assurance processes may inform professional development discussions and, where appropriate, formal support processes; however, participation in routine quality assurance activity does not automatically trigger formal action. All decisions will be evidence-based, proportionate and compliant with the principles of fairness and equality.

Roles & Responsibilities

The Executive Headteacher (EHT)/Headteacher/Principal will publish, at the start of each academic year, a Quality Assurance Calendar (QAC) (Appendix 1). The QAC will set out clearly the quality assurance activities to be undertaken within the academy/UTC, including the nature of each activity, its intended purpose, the timescale for completion, and the individuals responsible for its implementation. Each activity must be explicitly linked to improving the quality of teaching and learning and, where appropriate, to identified school/UTC improvement priorities.

All academy/UTC Quality Assurance Calendars must align with the Trust's central quality assurance schedule and agreed assessment windows. Alignment will ensure consistency of approach across the Trust, whilst allowing appropriate contextual flexibility within individual settings.

The EHT/Headteacher/Principal is accountable for ensuring that the Quality Assurance Calendar is implemented effectively and has demonstrable impact on the quality of education and pupil outcomes. Leaders must be able to evidence how findings from quality assurance activities are systematically analysed, discussed through appropriate leadership structures, and translated into clear actions. Records of analysis agreed actions and subsequent review will be maintained in accordance with Trust expectations.

The CEO / Deputy CEO (Director of School Improvement) will review each annual Quality Assurance Calendar with the relevant EHT/Headteacher/Principal to ensure alignment with the principles and procedural requirements set out in this policy. The effectiveness and impact of the QAC will be formally evaluated at the end of each academic year. Where necessary, amendments will be made to inform the development of the subsequent year's calendar. The Trust will retain oversight of this process to ensure consistency, proportionality and impact across all academies.

The Trust board will review the policy annually.

Mechanisms for Quality Assurance

Examples of External QA Mechanisms	Examples of BFLPT Central QA Mechanisms	Examples of Internal School QA Mechanisms
• DfE performance tables • Ofsted • Baker Dearing • IDSR	• Trust Review Days • School Improvement Leads • Trust deployed Challenge Partners • Peer Review	• School performance data • Inspection Data Summary Report • School Self-Evaluation – Ofsted framework • Presentations to Local Governing Body & Trust Board • Learning walks • Lesson drop-ins • Lesson observations • Book/work analysis • Data collections and analysis • Line Management Meetings • Parent/Carer Meetings • Stakeholder Voice

The use and frequency of external, central, and school/UTC QA will be proportionate and seek to strike a balance between the improvement aims of the school and staff work/life balance and wellbeing.

When determining the Quality Assurance Calendar, EHT/headteachers/principals will use the mechanisms listed below in order to triangulate evidence to inform school improvement actions as well as the external and Trust QA mechanisms listed above.

Pupil Data Collection & Analysis

The analysis of data from internally or externally administered assessments/exams will be used in order to track progress and attainment against internal target setting and regional/national trends. The frequency and schedule of data collections is outlined in the Trusts' Assessment Policy. Individual schools/UTC may also include

additional data analysis dependent on school improvement priorities linked to their specific context following internal assessments or in response to statutory data for specific teaching groups, whole cohorts, specific pupil groups and/or underperforming subject areas.

Climate Learning Walks

Climate Learning Walks allow for a review of multiple aspects of a school's environment, e.g. departmental, year group, key stage. Where lessons are visited as part of a Learning Walk, this will always be for less than 10 minutes.

Lesson Drop-Ins

These are short observations of teaching and learning that will not last in excess of 10 minutes per teacher/group. They should be used to evaluate individual teacher performance against the principles of excellence and used to identify areas for professional growth and the next steps for that teacher as well as identifying the areas of best practice across a school that can be shared. In some cases they may be used to further identify and understand causes of underperformance highlighted by other QA mechanisms such as data analysis; pupil voice; work sampling.

Lesson Observations

EHT/Headteachers/Principal have a duty to evaluate the standards of teaching and learning and to ensure that proper standards of professional performance are established and maintained in line with the Teachers' Standards. Observation is one form of evidence in assessing a member of staff's progress in relation to the principles of excellence; impact of CPD or coaching and/or school improvement priorities. The amount and type of lesson observation will depend on the individual circumstances of the member of staff and the overall needs of the school but should reflect and be proportionate to the needs of the individual and be linked into the Trust's Professional Growth policy. In some cases they may be used to further identify and understand causes of underperformance highlighted by other QA mechanisms such as data analysis; pupil voice; work sampling.

Lesson observation is part of the Trust's quality assurance framework and is used to monitor standards, provide feedback and support improvement.

Line-Managers have a responsibility to monitor performance on an ongoing basis. This may include lesson observations, lesson drop-ins and learning walks. Observation activity should be proportionate to the needs of the individual and the school. Staff will not normally be subject to excessive or unnecessary observation. Routine observation activity is developmental in nature. It does not, in itself, constitute entry into the Capability Procedure.

Where concerns about performance arise through quality assurance activity, these will normally be addressed initially on an informal basis. The Line-Manager will meet with the employee to explain the concerns, clarify the standards expected and agree appropriate support. Informal support may include coaching, mentoring, additional monitoring, training or professional development. Clear expectations and reasonable timescales for improvement will be set.

Where performance does not improve following informal support, or where concerns are sufficiently serious, the Headteacher/Principal will review the evidence and determine whether it is appropriate to arrange a pre-capability meeting in accordance with the Trust's Capability Procedure.

If the Capability Procedure is invoked, any monitoring and review period will be conducted in line with the formal process set out in that policy. Additional lesson observations may take place during the monitoring period. The period will normally be between four and six weeks. The purpose of this monitoring is to provide the employee with a reasonable opportunity to demonstrate significant and sustained improvement.

Where sufficient improvement is achieved, additional monitoring will cease and routine quality assurance arrangements will resume. Where improvement is not achieved, the matter will proceed in accordance with the Capability Procedure.

All observation activity will be conducted professionally and respectfully. Feedback will be provided and records maintained in accordance with Trust procedures.

Stakeholder Surveys

Stakeholder Surveys will be used by all schools/UTC as an effective mechanism for gathering views and opinions from a range of stakeholders including pupils, staff, parents and those in a role of governance. When administering surveys, the intent and timescales should be made clear to participants. Data collected from surveys will be analysed, evaluated and used to inform next steps to secure further improvement.

Stakeholder Discussion Groups

Pupil and staff voice groups will be used by schools/UTC as a highly effective way to triangulate evidence on the quality of teaching and learning and to provide valuable insights to inform the school's professional growth programme.

Book/Work/ Assessment/ Exam Script Analysis

Analysis of pupils' work/assessments is an effective mechanism for reviewing curriculum approaches and the standard of learning and progress over time. Books/work analysis may take place in the classroom at the time of a Learning Walk or Lesson Observation, or as a discreet activity where books/work is collected for analysis.

Parent/Carer Meetings

Schools will routinely use parent/carers of all pupils to receive information and feedback regarding the quality of teaching and learning and its impact on pupil progress.

Internal mechanisms for quality assurance must be developmental and supportive. The school//UTC annual Quality Assurance Calendar will detail who will carry out any activities, including but not limited to:

- Senior leaders, including the Headteacher/Principal
- Middle leaders
- Line managers
- Visiting colleagues
- Central Team leaders
- Trustees

External mechanisms for quality assurance will also be developmental and supportive. The Trusts' Central Governance Calendar will detail the agreed processes and dates for quality assurance processes, but external QA will not be limited to this and further activities will be agreed with the headteacher/principal if required.

Those involved in both internal and external QA processes will:

- carry out the role with professionalism, integrity and courtesy
- evaluate objectively
- report accurately, fairly, and timely
- respect the confidentiality of the information gained
- provide timely feedback with clear actions to enable the individual teacher, department leaders, EHT/headteacher/principal to secure improvement

The QAC will also outline the actions that will be taken following each type of QA should a significant area of development be identified. Where it is deemed that an individual teacher requires additional support they will be supported via the professional growth programme or coaching within the Teaching Development Programme or the capability process. (Appendix 1)

Quality Assurance activities will always be recorded using agreed trust or school based systems.

LGB members are responsible for a range of quality assurance activities so that they have a collective understanding of school performance. This, in turn, enables governors to better support and challenge the work of Headteachers/UTC Principal/Senior Leaders, school improvement plans and keep the Board of Trustees accurately informed about school development. However, LGB visits will not assess the quality of teaching and learning.

Monitoring

Trust Board Oversight

The Trust Board will monitor the implementation, outcomes and impact of this policy on an annual basis. This will include consideration of the effectiveness of quality assurance arrangements across the Trust, the consistency of application between academies/UTC, and the impact on standards of teaching and learning and pupil outcomes.

As part of this annual review cycle, each Headteacher will produce a concise one-page impact report summarising the impact of their leadership on improving the quality of teaching and learning within their academy/UTC. The CEO will compile these individual reports into a Trust Impact Report, drawing together Trust-wide strengths, common themes, areas of risk, and comparative analysis across academies/UTC. This consolidated report will be presented to the Trust Board to support strategic oversight, professional challenge and informed decision-making.

In addition to internal reporting, the Trust's external Ofsted consultants will provide further independent assurance to Trustees regarding the quality of education and standards of teaching and learning within academies/UTC. Findings from consultant

reviews will be summarised and reported to the CEO and Trust Board, forming part of the overall assurance framework. This triangulated approach, combining Headteacher self-evaluation, CEO oversight and independent external review will enable Trustees to discharge their statutory responsibilities with confidence and ensure that quality assurance processes are robust, objective and improvement-focused.

The CEO will also provide an annual report to the Trust Board summarising key themes arising from quality assurance activity. The report will include:

- an overview of the number of staff receiving enhanced support
- the number of staff receiving informal support
- the number of pre-capability meetings convened
- the number of staff who have entered the Formal Capability Procedure
- the outcomes of any formal monitoring and review periods concluded within the reporting year

Enhanced support refers to developmental guidance, coaching, mentoring or additional professional dialogue arising from routine quality assurance activity. It is a supportive measure available to all staff throughout the academic year and does not constitute part of the Capability Procedure. Receipt of enhanced support does not indicate formal performance concern.

Informal support, where required, will be implemented in line with Trust professional standards and expectations for the quality of teaching and learning. It is a supportive and developmental process designed to secure improvement through clear feedback, agreed actions and time-bound review. Informal support will normally precede any consideration of a pre-capability meeting in line with the Trust Capability Policy.

The purpose of this reporting is to enable the Trust Board to assure itself that quality assurance processes are being applied fairly, consistently and proportionately, and that escalation from enhanced support to informal support, and where necessary to the Capability Procedure, is appropriate and in line with Trust policy.

The Trust is committed to ensuring that quality assurance activity is proportionate and does not create unnecessary workload. As part of the annual monitoring cycle, the Trust will review the frequency and impact of quality assurance mechanisms to ensure they remain manageable, supportive and aligned to school improvement priorities.

Quality Assurance of Teaching and Learning Policy Version 1 agreed at Trust Board July 2026

Appendix 1

Quality Assurance Calendar						
	Term 1		Term 2		Term 3	
Subject Leaders / TLR Holders QA	Drop ins – SL only		Drop ins – SL / TLR		Drop ins- SL / TLR	
	Fortnightly meeting with SLT		Fortnightly meeting with SLT		Fortnightly meeting with SLT	
	Learning Walk with SLT	Learning Walk	Learning Walk with SLT	Learning Walk	Learning Walk with SLT	Learning Walk
	Work Sampling / Moderation fortnightly		Work Sampling / Moderation fortnightly		Work Sampling / Moderation fortnightly	
	Student Voice Activity		Student Voice Activity		Student Voice Activity	
	SIP Review Term 1		SIP Review Term 2		SIP Review Term 3	
ECTs	Mentor and ECT Induction Tutor Learning Walks		Mentor and ECT Induction Tutor Learning Walks		Mentor and ECT Induction Tutor Learning Walks	
Pastoral Team	Behaviour Drop Ins / SV / Form Activities		Behaviour Drop Ins / SV / Form Activities		Behaviour Drop Ins / SV / Form Activities	
	Data Analysis		Data Analysis		Data Analysis	
SLT	Learning Walk with SL (15 mins)		Learning Walk with SL (15 mins)		Learning Walk with SL (15 mins)	
	SLT Drop In		SLT Drop In		SLT Drop In	
	Work Sample	Work Sample	Work Sample	Work Sample	Work Sample	Work Sample
Governors	Outcomes Review Governor Challenge Meeting	QA Week – SLT Governor Challenge Meeting	QA Week – SLT Governor Challenge Meeting		QA Week – SLT Governor Challenge Meeting	
Peer to Peer Support CT Meetings	Meet with SLT/Dep CEO Challenge Meet Governor challenge / CSI Meeting from IET		Meet with SLT LGB Challenge O&S / Dep CEO RS Challenge Meet		Meet with SLT Governor Challenge / CSI Meeting from IET	
Peer Leader External QA	Term 1 Visit from Trust Challenge Partner/ CEO/Dep CEO		Term 2 Visit from Dep CEO		Term 3 Visit from Trust Challenge Partner/ CEO/Dep CEO	

Drop Ins		Learning Walk		Work Sampling	
Stage 1 - Where concerns have been identified a meeting with the member of staff within 3 working days with email follow up specifically identifying areas of concern. Move to stage 2.		Stage 1 - Where concerns have been identified a meeting with the member of staff within 3 working days with written feedback follow up specifically identifying areas of concern. Move to stage 2.		Stage 1 - Where concerns have been identified a meeting with the member of staff within 3 working days with email follow up specifically identifying areas of concern. Move to stage 2.	
Stage 2 – Follow up Drop In session unannounced within 3 days after the meeting. Where concerns have been addressed return to QA. Where concerns continue these are shared and written feedback given and move to stage 3.		Stage 2 – Follow up Learning Walk session unannounced within 3 days after the meeting. Where concerns have been addressed return to QA. Where concerns continue these are shared and written feedback given and move to stage 3.		Stage 2 – Follow up Work Sample session unannounced within 3 days after the meeting. Where concerns have been addressed return to QA. Where concerns continue these are shared and written feedback given and move to stage 3.	
Stage 3 –Follow up paired unannounced Learning Walk. Where concerns have been addressed return to QA. Where concerns continue these are shared and written feedback given and move to stage 4.		Stage 3 – 4 week Informal Coaching programme. Where concerns have been addressed return to QA. Where concerns continue these are shared and documented and teacher moves to Stage 4 Teacher Development Programme (TDP)		Stage 3 – 4 week Informal Coaching programme. Where concerns have been addressed return to QA. Where concerns continue these are shared and documented and teacher moves to Stage 4 Teacher Development Programme (TDP)	
Stage 4 – 4 week Informal Coaching programme. Where concerns have been addressed return to QA. Where concerns continue these are shared and documented and the teacher moves to Stage 5 Teacher Development Programme (TDP)		Stage 4 – Teacher Development Programme (TDP) in line with Appraisal Policy.		Stage 4 – Teacher Development Programme (TDP) in line with Appraisal Policy.	
Stage 5 – Teacher Development Programme (TDP) in line with Appraisal Policy.					
On-going Data Analysis	Stage 1: Progress / examination data raises concerns over quality first teaching. Meeting with SL /Staff and line manager. Concerns shared and action plan created. 4 week Action plan implemented and reviewed. (QA of T & L to include DI, LW, SV and Data review).		Stage 2: QA, data and insufficient progress from the Action Plan indicates continued concerns over student progress. Follow up meeting with 4 week informal coaching programme. Where concerns have been addressed return to QA. Where concerns continue these are shared and documented and the teacher moves to Stage 3 Teacher Support Programme (TSP).		Stage 3: Teacher Development Programme (TDP) in line with Appraisal Policy.
Progress & Data concerns (internal and external data)					
Governors - SLT	Stage 1: Where Governors have concerns over SLT competency and / or capabilities this is raised with the Principal/ Chair of GB.	Stage 2: A meeting to discuss concerns with targets set for achievement within reasonable time frame. Where targets have been met return to QA.		Stage 3: If targets have not been met and / or further evidenced concerns. Move to Teacher Development Programme (TDP) in line with Appraisal policy.	

Drop Ins	Learning Walks	Work Sampling
These will be unannounced and typically no longer than 10 mins with the SLT / SL / TLR having the opportunity to cancel the drop in should the episode of the lesson not be conducive to making a reasonable assessment of the learning and progress. Feedback will be normally verbal and within 3 working days. If concerns see protocol above. Written feedback to be given when conducted with SLT for QA purposes. Staff can request written feedback should they wish for Appraisal purposes / UPS evidence. Behaviour drop ins will be conducted by Pastoral teams, SL or SLT with feedback given.	These will be unannounced and typically no longer than 15 mins with the SLT / SLT / TLR having the opportunity to cancel and return / split the learning walk time to ensure a reasonable assessment of the learning and progress can be made. Feedback will be written and verbal and normally within 3 working days. If concerns arise see protocol above.	These will be unannounced with books typically scrutinised within one day and available the following day. Feedback will be written and verbal and normally within 3 working days. If concerns arise see protocol above.