**Quality Assurance of Teaching & Learning 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 Lead for Teaching and Learning. Most T&L monitoring and development takes place through weekly learning walks, the hub of the weekly teacher meetings and the three yearly review meetings with subject leaders and SLT.

**Continuous Professional Development (CPD)**

Formal 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 1 or 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.

**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 HTSA.

**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. Isolated academic progress data has limited use for this cohort unless it is viewed as part of a wider consideration of influencing factors which can include previous educational trauma, gaps in learning, additional learning needs, and their current context out of school.

The key priority for the school is to ensure positive outcomes and to help the students build their confidence in learning. All staff hold an underlying expectation that students will make accelerated progress from their initial starting points.

**Baselines**

All students take the following assessments during the two-day induction programme to establish a start point for their progress:

* Baseline tests in Maths and English to identify the student’s ability to access the curriculum
* CATS tests
* Behaviour targets (set in consultation with students and parents)
* Literacy (NGRT)
* Soft skills and well-being (Boxhall profile and PASS)

Individual subject leads may undertake initial assessments in class as required.

**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.

**Intervention**

The approach to intervention at the Boxing Academy has been developed to ensure that students receive the additional support that they need without adding to their learning deficit by being extracted from subject lessons.

Active Learning is a standalone subject, timetabled in the Learning Hub and delivered by the SEND team. Years 8-10 receive three sessions per week during which they follow a personalised programme on Lexia, Sparxx Maths, touch typing lessons and individual 1-2-1 precision teaching. Year 11 receive two sessions weekly due to the increased GCSE timetable requirements. All students are encouraged to develop their independent learning skills.

**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. 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 every term 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: to use an adaptive teaching approach, develop reading and literacy, and support the development of thinking skills.

Teachers should mark a 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. Teachers should also 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, independence and confidence to learn. 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 an individual student’s starting point and take this into account alongside the nature of the student’s 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.

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.

**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.

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| --- | --- |
|  | 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.

**3. ACADEMIC**

There are two whole school academic assessment points in the year (HT2 / HT5) after which teachers meet with SLT and discuss the progress of every child. Individualised target setting is employed, taking account of CAT scores, reading ages, gaps in learning and contextual challenges outside school and progress against these individual pathways is monitored by SLT in weekly learning walks and book looks.

**SCHOOL ASSESSMENT AND MONITORING CALENDAR**

|  |  |
| --- | --- |
| **INDUCTION** | **Baseline assessments:** All students undertake baselines in Maths, English, NGRT. CATS and PASS. The pod leader induction starts a conversation about their behaviour needs.  **SaLT, Pastoral and Well-Being:** All students are screened by the SaLT, pastoral lead 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.  **RAP:** The Raising Attainment and Progress team mentors students who are in danger of under-achieving. Caseload reviewed weekly.  **Academic:** Teachers’ weekly meeting to discuss progress and identify causes for concern.  **Intervention:** The Active Learning progress data is reported to the SENDCo every week. |
| **HALF TERMLY**  **(6 weeks)** | **Behaviour targets:** Check in on progress towards behaviour targets; new strategies will be employed if required.  **Interventions:** SLT monitoring of room 2 interventions (looking for trends).  **RAP:** RAP review for that half term. |
| **TERMLY** | **Progress Day**: Parents, teachers and pod leaders meet to discuss progress and set new targets on first day of term.  **Rewards:** End of term prizes for academic, behaviour and boxing achievements at end of term. |
| **REPORTING** | **To parents and commissioners:** At the end of term each child receives a school report.  **To governors:** Every term SLT report to the Pupil Progress Committee on behaviour, attendance, academic progress, SEND and pastoral matters. |