

## Milton Keynes Academy - One Page Policy: Quality Assurance

### Aim

The aim of the QA policy at Milton Keynes Academy is to analyse:

- The quality of Curriculum Intent and understanding of this amongst staff
- The quality of Curriculum Implementation and therefore the quality of Teaching and Learning
- The quality of Curriculum Impact and the way assessment shapes planning and addresses misconceptions
- Highlight areas of best practice within all aspects of the Academy to systematically share with staff at regular times throughout the year
- Ensure all professional teacher standards are being consistently achieved
- Support all staff through high quality coaching and appropriate feedback
- Evaluate the quality of coaching and feedback within the Academy
- Ensure all staff are fulfilling their job description
- Ensure all staff contribute fully to achieving the vision for the Academy

### Policy in practice

Every teacher in the academy regardless of position or job role has a Teacher Target/Area for Development linked to the Teacher Standards. This target is informed by QA and updated accordingly.

There are two QA cycles per year for teaching staff.

We do not grade lesson observations but provide strengths and areas for development (Teacher Target) informed by the teacher standards.

Any formal observations undertaken will provide you with verbal feedback within 24 hours and written feedback within 48 hours.

You are provided with a minimum of 48 hours' notice of an QA observation.

Whilst there are only two QA cycles per academic year, we operate an open-door policy at MKA. Learning Walks are conducted throughout the year, and we are mindful that a learning walk is just a snapshot of learning at a point in time.

There are also thematic reviews on areas such as Literacy, Retrieval, PSHE, safeguarding etc.

All associate staff will have a discussion about their job purpose and how they contribute to the overall effectiveness of the academy, review of CPD requests and an evaluation of a pre-agreed range of work-related tasks.

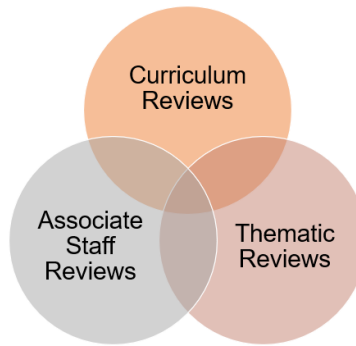
### Why this approach?

QA is an important process as it creates an opportunity to make learning visible, to provide feedback to teachers about the learning that is taking place in the classroom/space and engages them in the process of evaluating the impact of their teaching and delivery of curriculum. Subsequently the QA process initiates a dialogue about teaching practice, policy and the impact that this has on student outcomes. In turn staff, supporting staff to become evaluators of their own practice.

At MKA we believe that we are stronger as a team than a group of individuals and can change anything collectively that we put our mind to, whilst also being able to critically reflect on our actions. This is known as collective efficacy.

According to research conducted by Hattie (2016), collective teacher efficacy has twice the level of impact on student achievement than prior attainment and three times more impact than socio-economic status, home environment, parental involvement, student motivation, concentration and engagement.

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### • PRE - QA CYCLE 1

- Review of Curriculum planning documents – ***completed by VP/AP for Curriculum***
- Department review meeting – ***Curriculum Leader, Line Manager and VP for T&L***

### • QA CYCLE 1

- Curriculum Review meeting – ***Department with VP/AP for Curriculum***
- Lesson observation & Feedback
- Work Scrutiny
- QA Review meeting - ***Curriculum Leader, Line Manager and VP for T&L***

### • PRE - QA CYCLE 2

- QA Cycle 1 Action Plan Review – ***Meeting with Curriculum Leader, Line Manager, VP for T&L & Head of Academy***

### • QA CYCLE 2

- Pre-observation meeting & Work Scrutiny
- Lesson observation & Feedback
- QA Cycle 2 produced and disseminated