



Be Your Best: Supporting Growth Through Quality Assurance

This approach reflects the Education Endowment Foundation's guidance that sustained improvement is achieved through ongoing professional development, effective implementation and meaningful feedback, rather than one-off monitoring activities. It also supports our commitment to helping every colleague and student to **be their best self**.

Rationale:

At Tadcaster Grammar School, our vision is for everyone to **be their best self**. Our quality assurance (QA) process is designed to support this by focusing on professional growth, improving teaching and learning, and understanding the experience of our students.

QA is not about grading lessons or creating unnecessary workload. Instead, it is a developmental process that aligns with shared principles of the teaching unions: observations should be proportionate, supportive, evidence-informed and focused on improvement.

Our Three Purposes:

1. Support Professional Growth. QA provides opportunities for reflection, coaching and professional dialogue, recognising strengths and identifying areas for development	2. Inform Professional Development. Evidence from QA helps shape individual, departmental and whole-school professional learning, ensuring development is responsive to genuine need rather than assumption.	3. Understand the Student Experience. QA helps leaders to understand what it is like to be a student at Tadcaster Grammar School, ensuring our curriculum and teaching are experienced consistently and effectively.
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Our Principles:

Development before judgement - QA exists to improve practice, not to grade performance.

Proportionate and sustainable - activities are purposeful, manageable and minimise unnecessary workload.

Evidence-informed - decisions are based on a range of evidence, not isolated observations.

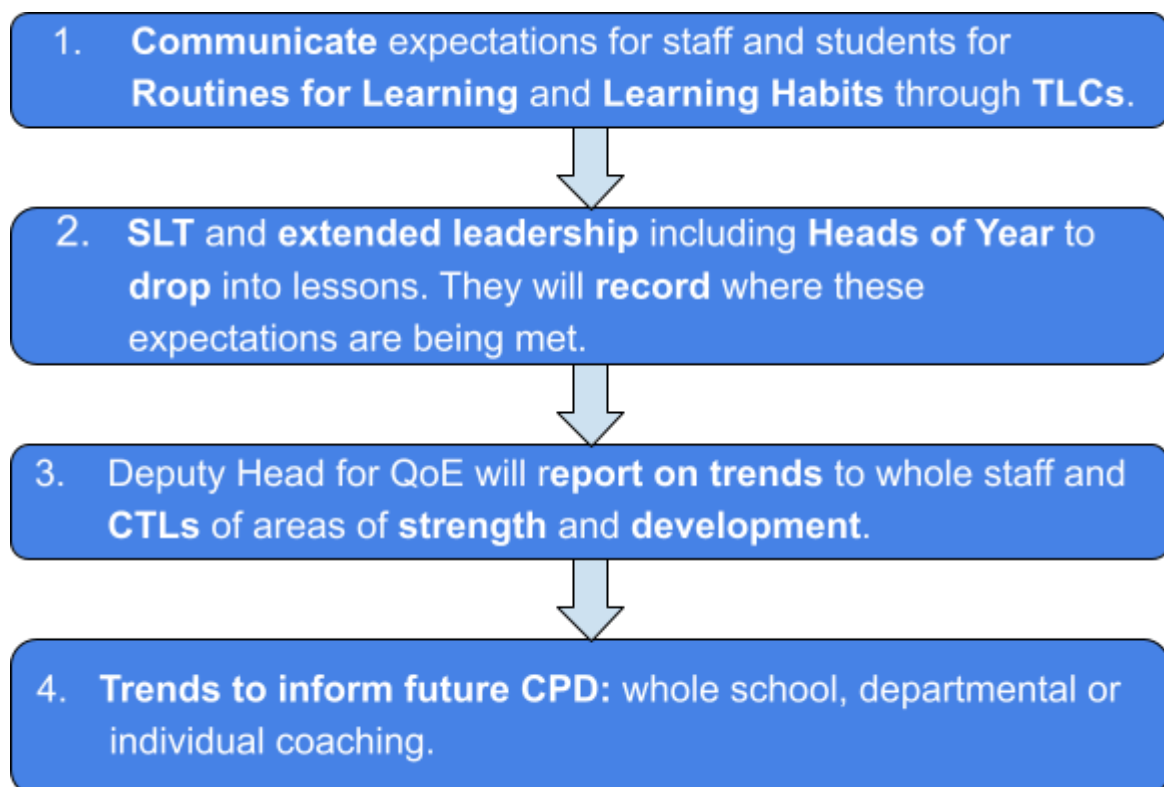
Curriculum-centred - the focus is on the quality of students' learning and curriculum experience.

Collaborative - professional dialogue, coaching and shared practice drive improvement.
Continuous improvement - QA informs an ongoing cycle of reflection, development and refinement.

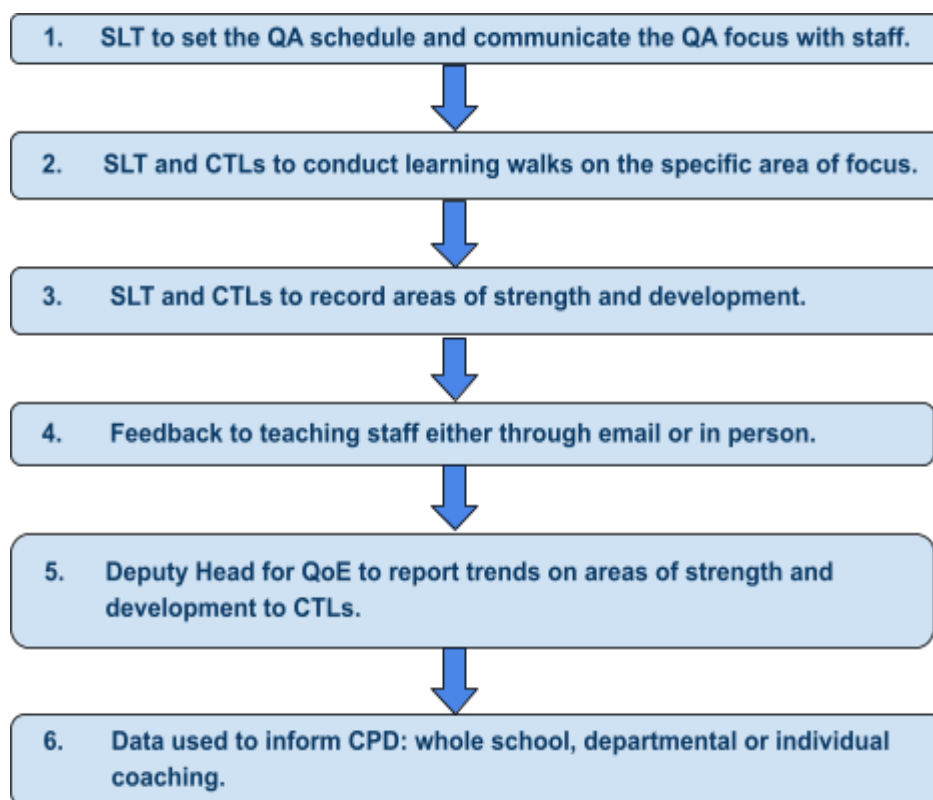
Process

- SLT will devise a QA schedule based around the School Improvement Priorities (SIP) and share these including any revisions throughout the school year;
- The QA schedule will detail the specific QA activities to be undertaken and by whom;
- Adequate training will be given to those undertaking QA activities;
- Relevant data will be shared with staff;
- Learning Walk feedback will be shared with individuals as well as CTLs;
- Coaching conversations will follow up to support professional development where relevant;
- Data from QA activities will be used to inform the CPD schedule whole school CPD and within curriculum areas.
- QA activities can include: testing the temperature; learning walks, drop ins, book looks and student voice. Not all QA focuses will include all of these activities but some might.

QA of the systems and routines



Learning Walks



Roles and responsibilities

SLT

- Devise and share the QA schedule based on School Improvement Priorities (SIP).
- Detail specific QA activities and assign responsibilities.
- Provide training for staff undertaking QA activities.
- Share relevant data and Learning Walk feedback with staff and CTLs.
- Facilitate coaching conversations to support professional development.
- Use QA data to inform whole-school and departmental CPD.

Curriculum Team Leaders (CTLs)

- Coordinate and conduct QA activities within their department as per the schedule.
- Provide constructive feedback to individual teachers following QA activities (e.g., learning walks, book looks).
- Analyse departmental QA data to identify strengths and areas for development.
- Lead departmental coaching and professional development based on QA findings.
- Ensure departmental alignment with whole-school improvement priorities.

Teaching Staff

- Engage positively with all QA processes (e.g., learning walks, drop-ins, book looks, student voice).

- Participate in coaching conversations and professional dialogue.
- Reflect on feedback received and implement agreed-upon strategies for improvement.
- Contribute to the departmental cycle of continuous improvement.