

## POLICIES AND PROCEDURES

# QUALITY ASSURANCE PROCEDURE

### 1.1 Aim

To ensure that procedures, mainly teaching and learning process, at school is up to the standards given by any official British Education institution (Department for Education, British Council, BSO, COBIS, NABSS, etc).

### 1.2 Rationale

This ensures that all the staff comply with the procedures to ensure a good quality and standard at all times, mainly during the whole teaching and learning process in their subjects. This does not only involve lessons but also summative and formative assessments, communication, homework, among others.

### 1.3 Monitoring procedure

#### 1.- INTERNAL QUALITY ASSURANCE-class observations and professional conversations

- FIRST STAGE: defining and implementing school policies and procedures. Main points to focus on:
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- SECOND STAGE: observations to monitor the different processes at school. The organisation is as follows:
  - NOVEMBER-first round of monitoring process:
    - Teaching and learning process is monitored by Heads of Stage, focussing on: class observation and book look, using the corresponding templates and guidelines.
    - Rota for class observations is prepared by Heads of Stage.
    - Class observations should last for at least 20 minutes. They are completed by Heads of Stages.
    - Teachers must receive feedback (action plan to improve and possible CPD focus) after the class observation, verbally and in writing.
    - Admin and services are monitored by the School Head/Head of Education
  - FEBRUARY-second round of monitoring process:
    - Teaching and learning process is monitored by Heads of Stage, focussing on: class observation and book look, using the corresponding templates and guidelines.
    - Rota for class observations is prepared by Heads of Stage.
    - Class observations should not last more than 20 minutes. They are completed by different teachers to share ideas, always together with the corresponding Head of Stage.
    - Teachers must receive feedback (action plan to improve and possible CPD focus) after the class observation, verbally and in writing.
    - Admin and services are monitored by the School Head/Head of Education
  - MAY-third round of monitoring process:

- Teaching and learning process is monitored by Heads of Stage, focussing on: class observation and book look, using the corresponding templates and guidelines.
- Rota for class observations is prepared by Heads of Stage.
- Class observations should not last more than 20 minutes. They are completed by different teachers to share ideas, always together with the corresponding Head of Stage.
- Teachers must receive feedback (action plan to improve and possible CPD focus) after the class observation, verbally and in writing.
- Admin and services are monitored by the School Head/Head of Education

## **2.- EXTERNAL QUALITY ASSURANCE- inspections**

Apart from the previous information, quality assurance of the teaching and learning process must also be completed through external inspections every 4 years. This process can be completed by designated inspectors (one for Primary School and one for Middle and High School) by an official body representing the standards of the British International Curriculum: Department for Education, BSO, COBIS, NABSS, among others. Thus, the inspection guidelines are given by the aforementioned official bodies.

- PROCESS DURING THE YEAR OF INSPECTION:
  - School arranges the inspection date.
  - School prepares the inspection checklist to work on all the processes needed during the school year of inspection.
  - School shares all the documentation with the official body in charge of the inspection. This will be shared with the corresponding inspectors.
  - Inspectors come to school on the inspection day(s) and complete the inspection.
  - At the end of the inspection day, inspectors share their outcome with the School Head/Head of Education.
  - Some weeks later, an inspection report is issued by the inspection body, represented by the inspectors. School can inform about the inspection outcome and can share the inspection report within the school community.

School has to ensure that all the staff, students and families within the school community has the information about the inspection guidelines, inspection date and inspection report.

## **1.4 Responsibilities**

### **1.- INTERNAL QUALITY ASSURANCE-class observations and professional conversations**

#### SCHOOL HEAD/HEAD OF EDUCATION

- Supervising and leading the preparation for the monitoring process.
- Preparing all the school policies and procedures.

#### HEADS OF STAGES

- Ensuring that all the school procedures are followed and implemented in their stages.
- Informing the School Head/Head of Education of any concerns.
- Supporting staff at all times.
- Organising class observations.
- Having professional conversations with staff to give them feedback.
- Supervising that action plans are being implemented by staff.

#### REST OF STAFF

- Complying with all the school procedures.
- Complying with all the school rules and procedures at all times, including the observation day. School handbook is also important here.
- Having professional conversations with SLT members if required by them.
- Applying the action plan defined by SLT members.

## **2.- EXTERNAL QUALITY ASSURANCE- inspections**

### SCHOOL HEAD/HEAD OF EDUCATION

- Arranging the inspection.
- Preparing inspection checklist.
- Supervising and leading the preparation for the inspection.
- Sending documents to the inspection body.
- Welcoming and supporting inspectors during the inspection day.
- Having professional conversations with the inspectors if required by them.
- Receiving the inspection outcome in person at the end of the inspection day and with an inspection report over the following weeks.
- Sharing the inspection outcome/report with the school community.

### HEADS OF STAGES

- Ensuring that all the inspection checklist procedures are followed and implemented in their stages.
- Informing the School Head/Head of Education of any concerns regarding the inspection
- Supporting staff when preparing for and during the inspection.
- Having professional conversations with inspectors if required by them.

### REST OF STAFF

- Complying with all the procedures included in the inspection checklist.
- Complying with all the school rules and procedures at all times, including the inspection day. School handbook is also important here.
- Having professional conversations with inspectors if required by them.

## **1.5 Guidelines**

The inspection guidelines give an overview of how the school needs to be organised and work to be successful, not only during the inspection day, but as a school in the daily routines. The main guidelines can be found below, although that is only a very summarised list:

- **Accommodation and Resources:** making sure that the school provides enough space and resources for a proper daily work with up to a maximum number of students.
- **Health, welfare and Safety:** making sure that the school has the right procedures in place to ensure that students are happy, safe, comfortable and secure at school at all times. Duties, lunch, and transport are important here.
- **Curriculum:** making sure that the curriculum available is aligned with the British International Education guidelines, covering all the important aspects of those guidelines, being aligned across all the school stages.
- **Staffing:** making sure that the school has the proper minimum number of staff members to work with the daily routines based on the education provided in the space and time available.
- **Teaching, learning and assessment:** making sure that subjects are properly planned and taught, that students are properly assessed, that differentiation is taking place, and that teachers are able to track where students are, implementing action plans to help students to

continue progressing. Here, the class observations using the book look and class observation templates are key factors.

- **Spiritual, moral, social and cultural development of pupils:** making sure that students have a proper enrichment curriculum that leads into a good holistic development at school, not only academic. Events, trips, volunteering and working experience activities, house system, student council, parents organisation, PSHE, among others, are essential.
- **Leadership and management of the school:** making sure that the leadership and management team provides with guide and support for staff to comply with school procedures, ensuring good standards at school.

For more detailed information, a good description of the guidelines that must be followed are available on the following link: <https://www.nabss.org/es/inspecciones/>

Nevertheless, there are other inspection bodies recognised by the British Council and the Department for Education, whose guidelines are very similar to those aforementioned.

For further questions, please contact the School Head/Head of Education.

## **1.6 Useful Q&A for the inspection day**

### **1.- ROUTINE (INSPECTORS) DURING THE INSPECTION DAY**

- There are two inspectors (leader and another inspector). Normally, one of them is focussed on Primary and the other on Secondary.
- When inspectors arrive at school on the inspection day, they would like to have a short briefing to introduce themselves.
- They will start to walk around the school. They will observe lessons, duties, lunches, will spend time talking to staff members and students, and looking at displays in corridors and classrooms.
- When observing lessons, they normally spend 20 minutes.
- After lunch, they usually meet the School Head and Coordinators to discuss some points and possible doubts, and they start to produce the conclusion of the visit, which is communicated to the School Head at the end of the school day. In the coming days, an inspection report will be produced and shared with the school, which will also be available in the corresponding area of the inspection body, like NABSS website (<http://www.nabss.org/es/inspecciones/>). Other inspection reports are available there for your information.

### **2.- WHAT ARE THE EXPECTATIONS DURING MY LESSON (WHAT THE INSPECTOR WOULD LIKE TO SEE)?**

- Lesson plan (template to be provided by coordinators), annual plan (ready on your computer), textbook and any other resources (tasks, support materials) that will be used during the lesson, seating plan. Have a printed copy of all lesson plans for the day ready in your classroom.
- Good lesson structure (starter, main and plenary).
- Good interaction with students. Moments to explain, moments to ask questions to students, moments for the students to work on different tasks.
- Learning objectives are very clearly shown in class.
- Teacher is using different resources during the lesson, not just the textbook.
- Students have all their materials in class, and if not, how the teacher is acting.

- Teacher applies differentiation when working with students (during explanations and activities in class): how the teacher supports those students having more difficulties in class, and how the teacher challenges those students with a more advanced level).
- Students are encouraged to participate in class through different questions (which should be adapted to the level of the students-differentiation).

### **3.- CAN INSPECTORS ASK ME SOMETHING?**

- Yes, they can ask you questions related to the lesson structure, activities in class, how you monitor the progress of students and give them feedback, seating plan (to be justified based on the different needs and context in the group), how you support students based on their level, among others.

### **4.- WHAT QUESTIONS DO INSPECTORS NORMALLY ASK STUDENTS?**

- Do you have clear learning objectives during lessons?
- How is the teacher supporting you to make progress?
- Can you show me your notebook and other materials to see how the teacher helps you to be aware of your mistakes and to make progress?
- What do you normally do in class with the teacher?
- What do you do when you are finished with your work? Do you have any challenge exercises etc?
- Questions related to routines in class, during lessons, among others.

### **5.- SHOULD I TRY TO HELP INSPECTORS WITH INFORMATION ABOUT WHERE ROOMS ARE, WHAT I HAVE DONE IN CLASS, ETC?**

- Inspectors want to have total autonomy during the inspection day, so do not worry about helping inspectors when walking around the school or while they are in class. Inspectors will speak to you about anything they need (then yes, be nice with them).

### **6.- DUTIES AND TRANSITIONS**

- Inspectors will observe how teachers on duty manage the behavior of students during break and lunch times, and how they deal with possible health-related situations and accidents.
- Inspectors will be observing the transitions and how children walk around the school from place to place and the expectations from the teachers as they do.
- Timings are very important- teachers need to be in the correct class on time and in their duty locations on time.

### **7.- OTHER USEFUL INFORMATION**

- It is very important that you can prove you have given feedback to students when completing different tasks and exams. Here, marking notebooks following the appropriate stage policy is important to be used as evidence of giving regular feedback to students. For sure, sometimes, that feedback will be verbal feedback: to prove it, do not forget to write V.F in the notebook.
- It is key that only English is used among students, teachers, during lessons and in the corridors/patios. For that reason, it is strongly recommended that you start to create a good dynamic (only English to be used, as always, except for Spanish lessons).
- If you have any questions, do not hesitate to contact the relevant stage coordinator.