



SteinerAcademyExeter

Quality Assurance: how we maintain a culture of improvement.

Meeting the needs of the children in our school requires constant improvement on the part of teachers and support staff.

Listed below are some of the ways in which we try to develop a culture of improvement in our school: at the end of the day we are only as good as our teachers and their teaching and these methods are an invaluable aid to ensuring the quality of our provision.

On-going lesson observations. These are conducted regularly by the Principal and by specified teaching colleagues, including the Behaviour and Learning Support co-ordinator and/or SENCo . Although lessons are not graded, we do use a framework of criteria called SACQS (Steiner Academy Classroom Quality Standards). You can download a copy of these from the school's web-site or request a copy from Reception. (For kindergarten teachers we use an adaptation called SAKGQS). These are mapped against the Teaching Standards used by the Department for Education. Where observations reveal weaknesses or areas that need improvement, these are developed into an on-going plan with the teacher concerned.

Peer-appraisal. At certain points in the year colleagues may be asked for their feedback on how they experience another teacher's work. This is usually linked to an observation around a particular theme, for example classroom management or differentiation.

Annual appraisal. This is conducted by the Principal and combines lesson observation, peer appraisal and the individual teacher's self-assessment. Selected colleagues (those with the most direct experience of the teacher, including TA's) are invited to contribute to the appraisal, the aim of which is to identify what the teacher needs to work on in order to improve their practice. When the appraisal and/or lesson observations raise serious concerns, the teacher will be subject to a **Capability Procedure**: this will make clear areas of practice which must improve if the teacher is to continue in their post.

Governors' Monitoring Visits. Members of the Board of Governors or Trustees make occasional monitoring visits, either on a drop-in basis or in response to a specific focus, for example safeguarding, assessment, or the use of Teaching Assistants. Their monitoring reports are collated by the Principal, who summarizes their main findings and recommendations in the termly Board meeting.

Paired Classroom Observation. The Principals of the four Steiner Academies (Hereford, Frome, Exeter and Bristol) endeavour to observe in pairs in each other's school. The focus here is not on the teacher, but on how the Principal of the host school works with his or her observed colleagues

Outside Advisory Visits. These are usually employed by the Steiner Waldorf Schools Fellowship advisory service, but we also engage other educational professionals to make targeted observations, to report to the Principal and to advise the teachers. As a rule of thumb, each kindergarten and class teacher will have one advisory visit every year.

PASS assessment. PASS (Pupil Attitudes to Self and School) was developed by GL Assessment <http://www.gl-assessment.co.uk/products/pass-pupil-attitudes-self-and-school> and give students an opportunity to reflect on their school and learning in a way that enables us to identify problem areas that may need additional support. This assessment is used from class 6 (Y7) onwards.

Parental Feedback (requested). On occasions we may undertake a 360 degree appraisal of a teacher, requesting feedback from parents and, in a carefully structured way, pupils. This will never be part of a Capability Procedure (see above) but will be used as part of the on-going cycle of appraisal.

Parental Feedback (ad hoc). When parents feel that they can contribute to the work of the teachers, or that teachers may need to improve in certain areas, it can be difficult for parents to raise issues or have their voice heard. The parent's wish to be supportive may get in the way of open communication or the teacher, with the best will in the world, may feel defensive when constructive ideas come in the wrong way. The possible routes are:

- Ideally you would feedback directly to the teacher in a pre-arranged meeting: ask for an appointment, indicate what you wish to talk about and make notes beforehand which you can refer to during the meeting. If a dialogue with the teacher still leaves you feeling that issues have not been identified or acknowledged, then please use the attached form. The teacher will discuss this with the Principal in their next update meeting.
- In some cases the class rep. may be a good intermediary, helping you put concerns and suggestions into the right context.
- Complete the form below and submit to the Principal;
- If you have met with the class teacher and talked to the class rep. and completed the attached form you can request a meeting with the Principal via Reception.

Parental Feedback (ad hoc).

Comments and feedback specific to: teacher(s)/class/subject(s)/pupil:

What changes would you like to see? Suggestions should be specific to *your* child's experience of school. Some parents may find it helpful to try and write this from their *child's* perspective.

How would you assess this teacher's work in the following areas:

	Strongly Agree	Agree	Disagree	Strongly Disagree
This teacher has a good relationship to my child.				
This teacher has a good relationship to their class.				
This teacher has a good relationship to parents.				
This teacher communicates clearly with parents and keeps them well informed.				
This teacher is approachable.				
My child is making good progress in school.				
My child feels safe and secure at school.				

Comments specific to the above:

Signed: Date: