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APPROVED BY	Vanessa Leach / Rob Hughes
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QUALITY ASSURANCE POLICY

REVIEWS COMPLETED

ROLE	NAME	SIGNATURE	DATE
Managing Director	Vanessa Leach		23/09/2024
Head of Teaching & Learning	Rob Hughes		23/09/2024
Managing Director	Vanessa Leach		25/07/2023
Head of Teaching & Learning	Rob Hughes		25/07/2023
Managing Director	Vanessa Leach		25/07/2022
Head of Teaching & Learning	Rob Hughes		25/07/2022
Managing Director	Vanessa Leach		25/07/2021
Head of Teaching & Learning	Rob Hughes		25/07/2021

DETAILS OF POLICY UPDATES

DATE	DETAILS
03/09/23	• Update to the teacher induction modules. • Update to role: Impact and evaluation manager changed to assistant head of teaching and learning - outcomes • Changes to staff: Sophie Hudson and Amy O'Conner no longer work for Tute.

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	2022-23 high level quality dashboard added to appendix 6
08/05/24	Evidence informing this policy added
Aug 24	• Section 3: Revision of Tute's vision to align with new branding • Section 4: Addition to beliefs and commitment • Section 8: Changes to 8.6 ongoing support to reflect CT/ET. Changes to reflect new roles, QA managers. Changes to language QA Leader to QA Coordinator. • Section 10: Addition of QA Manger role, curriculum leaders' roles in LWs, teacher liaison, changes to QA process Section 11: changes to Shireland process

QUALITY ASSURANCE POLICY

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1   INTRODUCTION

This quality policy acts as a compass by providing the direction and framework for establishing key corporate level performance measures, as well as related objectives and targets. Members of the SLT ensure that our policies are established and documented, and that the policies are available to all interested parties via our website.

Quality assurance involves the systematic review of educational provision to maintain and improve its quality, equity and efficiency. It encompasses self-evaluation, external evaluation, the evaluation of teachers and leaders, and student assessments.
Tute takes quality assurance and continuous improvement very seriously as we recognise that the quality of teaching, and not the technology that supports it, is central to our success and student outcomes. Tute has previously won the coveted BETT Award for learning, teaching and assessment – whole school aids, in which the judges said: "Tute's constant determination to achieve excellence in design, delivery and support helps to ensure that the outcomes for pupils across the world are the very best." More recently, Tute Education received the 2023 Education Resource Award (ERA) for 'Best Collaboration Between School & Supplier' and was also a finalist for the 'Special Education Resource or Equipment Award' category.

We have built on this and continue to strive for excellence.

2   PURPOSE AND AIMS

The main purpose of this policy is to set out how Tute will ensure a high-quality experience for its students, its schools, and all other stakeholders.

The majority of the policy sets out how we do this in teaching and learning; the core element to Tute's impact and success in student outcomes.

3   TUTE'S VISION

- We provide an education system that enables any child, anywhere to achieve their potential.
- We work in partnership with Local Authorities, Schools, and Non-Mainstream Settings to fill critical gaps in learning.

- We want to merge high quality teaching with our advanced, innovative online platform.
- Ensuring that every student has access to an engaging, rich and inclusive curriculum.

4 TUTE'S BELIEFS AND COMMITMENT

We prioritise students in every decision we make, ensuring their needs and experiences guide our actions and initiatives.

The student is at the core of everything we do at Tute and we have a duty to provide them with outstanding teaching and learning that interests, engages, raises aspiration and ensures progress.

We provide every student with access to a rich, engaging, and inclusive curriculum that embraces diversity and promotes equal opportunities for all.

We work together with schools, LAs, and NM settings to address educational gaps and achieve meaningful outcomes for students.

We also have a duty to our schools, LAs, and non-mainstream settings to ensure that what we deliver to their students is high-quality, meaningful, and presents value for money. We recognise that, whilst teaching and learning is ultimately what will ensure good outcomes, quality assurance is holistic and every department at Tute contributes to achieving our vision and mission.

We are dedicated to excellence in education by leveraging the expertise of our qualified teachers and advanced technology to support and empower students.

We have a duty to our team to train, develop, and motivate them to follow clear policies, processes, and procedures, to give their best, and to share our vision.

We believe that high quality lies not only in delivery, but in planning and evaluation. We are committed to ensuring that we have clear policies, processes, and guidance/criteria in place to enable staff to meet our high standards. We create an open culture of learning, of teamwork, and of continuous improvement. When evaluating, we work together to and feed learning into strengthening practice in all parts of the business.

Tute is committed to an operating philosophy based on openness in communication, integrity in serving our schools, fairness and concern for our employees, and responsibility to the communities within which we operate.

Beginning with a clear definition of customers' expectations, we strive to consistently meet or exceed them. We adhere to all applicable standards and customer specific requirements and endeavor to provide processes that ensure we achieve this to build a profitable company that is based on values.

We strive to exceed expectations for quality, safety, sustainability, cost, delivery, and value.

5   RELATED POLICIES

- Curriculum policy
- Safeguarding Policy
- Safer Recruitment Policy
- Assessment Policy
- Communication policy
- Data Protection Policy
- Online safety Policy
- Code of Conduct that sets out behaviours and expectations

6   RESPONSIBILITIES

The Managing Director has overall responsibility for quality in consultation with the management teams for each department defining, documenting, implementing, and reviewing our quality policy. The policy is reviewed at least annually, as part of the management review program or at a frequency determined by:
The changing needs and expectations of relevant interested parties.
The risks and opportunities that are presented through the risk management process.

The quality policy is communicated to all employees at all levels throughout our organisation via training, regular internal communications, and reinforcement during annual employee performance reviews. Employee understanding of our policies and objectives is determined during internal audits and other methods deemed appropriate.

7   LEADERSHIP TEAM

Tute Education is committed to equality in employment opportunity and rewards, embracing wholeheartedly the cultural diversity within the communities we call home. Our employees' welfare and interests are foremost throughout all aspects of our business and how we conduct our affairs. Tute Education is committed to:

- Creating and nurturing an environment of success based on honesty and integrity.
- Equitable sharing in the success of the company.
- Empowerment through training and communication.
- Individual growth and equal opportunity.
- Designing and providing a safe and secure work environment.

7.1 Teaching staff

Our teaching staff fully recognise that organisational knowledge is a valuable resource that supports our quality management activities and ensures continual product and service conformity. There is a strong link between organisational knowledge and the competence of our people, the latter being peoples' ability to apply knowledge to their everyday work, including teaching strategies and evidence-based pedagogy, ensuring quality remains holistic at Tute.

7.2 Non-teaching staff

Our staff fully recognise that organisational knowledge is a valuable resource that supports our quality management activities and ensures continual product and service conformity. There is a strong link between organisational knowledge and the competence of our people, the latter being peoples' ability to apply knowledge to their everyday work, ensuring quality remains holistic at Tute.

8 PART ONE: TEACHING AND LEARNING

8.1 Schools

Partners' needs are paramount and represent the highest priority within our business. Our obligation is to proactively seek out and define partner needs while addressing all requests expeditiously without creating false expectations.

8.2 Safer recruitment

Please read Tute Safer Recruitment Policy

Tute follows a rigorous safer recruitment process, detailed in the submitted policy, that meets Part 3: Safer Recruitment, Keeping Children Safe in Education (2024).

We do this, not just for legislative and statutory compliance, but because it ensures that we recruit staff that meet our specific criteria and skills to provide high-quality provision and because we can be confident of their commitment to keep children safe.

In all instances, at least one team member who is safer recruitment trained sits on every interview panel.

By ensuring that all employees are thoroughly vetted during the recruitment process, Tute can provide the maximum protection possible to its students and remain in full compliance with government regulations.

8.3   Training to deliver high-quality teaching and learning

Tute believes that rigorous planning, understanding expectations, and seeing what excellence looks like leads to high-quality delivery.

Tute has a thorough and rigorous training package which successfully upskills teachers to ensure consistent high-quality teaching across all Key Stages and subjects.

There are three stages to our training: recruitment, induction, and ongoing.

8.4   Recruitment

Candidates progressing from interview stage deliver a Tute lesson, with members of the team taking the role of students. Prior to this they receive training in the following:

Tute Pedagogy (see section 10)
Tute Lesson Structure (see section 11)
Tute Learning Cloud (see section 12)

8.5   Induction

Tute's induction process allows for all quality standards to be set and is monitored through the year by Tute's quality team with frequent feedback provided to teachers in their Tute Teacher Standards (TTS).

Tute teacher induction training is delivered in series of modules. Each individual module will provide a level of competence in Tute's disciplines and will support throughout the different stages of a teacher's career at Tute.

Each can stand alone and can also be linked to provide and enable a holistic proficiency. There is an initial level of training from which assessment may be ongoing throughout the academic year.

The induction modules are outlined below:

- Welcome to Tute
- Safeguarding at Tute
- Contacting IT support
- The Tute curriculum and planning to teach online
- Delivering a Tute lesson
- Assessing and evaluating effectively
- Maintaining high-quality and ensuring good student outcomes
- Adhering to policies and procedures
- Completion of induction – assessment and next steps

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There are two follow on modules that teachers also complete when teaching has begun:

- Supporting learners with SEND
- Raising the attainment of disadvantaged students

The asynchronous aspect of the induction package is built in an application called Thinkific. We track teachers' completion using the reporting feature.

Recruitment (3 hours)

- Tute pedagogy and lesson structure– 1 hour
- Learning Cloud– 1 hour
- Microteach – 1 hour

Safeguarding training (4 hours):

- Process and procedure
- KCSIE 2023 part 1 and annex A
- Safeguarding level 2 training
- Prevent
- Child sexual exploitation
- Tute internal safeguarding assessment
- Sharing expectations

Teacher induction

- Asynchronous induction course – 4 hours

Further modules

- 1.5 hours

8.6   Ongoing support through QA

Tute Teacher Standards (TTS), appendix 1, provides a framework for ongoing QA and professional development for Employed Teachers. However, the matrices for all QA checks provide clear expectations and criteria for all aspects of synchronous and a-synchronous teaching delivery. All teachers are assigned a quality contact from Tute's quality team (11.2 internal assessment of quality) who provides comprehensive support and challenge across the quality assurance cycle, with a clear focus on recognising best practice, expectation and improvement; documented in the TTS.

Teachers are subject to quality assessments which identify areas for development and quality assessors provide training and guidance to teachers following completion of

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quality reviews. Common areas for development across the whole teaching team are fed back to the Quality Assurance Manager who will review and decide how best to support individuals and the team as a whole.

Tute makes excellent use of its own expertise to deliver CPD. Monthly, teachers take part in a Huddle: one-hour training to share best practice.

On a termly basis QA coordinators provide targeted CPD events relating to pedagogy or subject specialisms, for example.

Teachers are encouraged to seek out professional development which Tute, subject to discussion, will pay for.

9 DELIVERING HIGH-QUALITY TEACHING AND LEARNING

9.1 Tute pedagogy
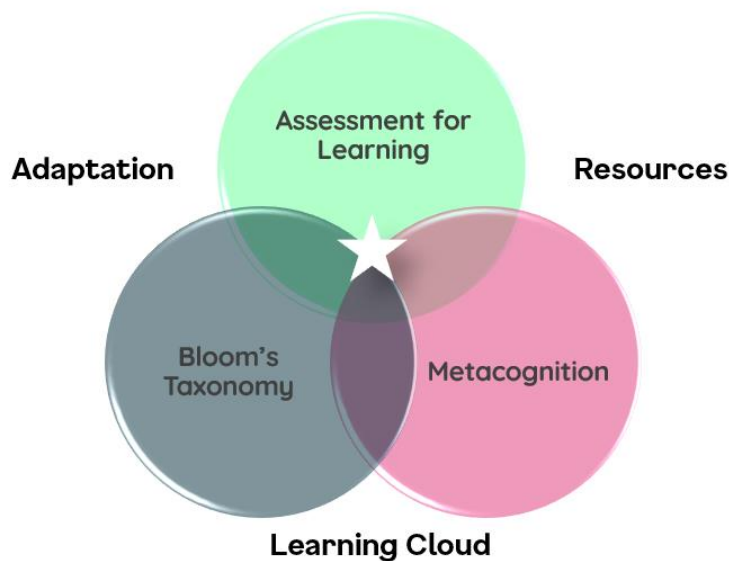
Three pillars:

Tute planning, delivery, and evaluation is based on three core pedagogy principles, noted in The Sutton Trust's Teaching and Learning Toolkit) as being effective tools to increase progress.

The pillars of pedagogy must be present and evident in the design and delivery of all Tute lessons.

Assessment for learning,
Evidence suggests that teaching activities that incorporate assessment for learning, with a particular focus on feedback tended to show very high effects on learning in studies and is effective across all age groups resulting in +8 months impact on progress. One evaluation of AfL indicated an impact of half of a GCSE grade per student per subject is achievable, which is in line with the wider evidence about feedback. Research-based approaches that explicitly aim to provide feedback to learners, such as Bloom's 'mastery learning', tend to have a positive impact.

Metacognition
Tute's focus on metacognition is to create independent, self-regulatory learners. Metacognition has consistently high levels of impact, with pupils making an average of seven months' additional progress on the year. The evidence indicates that teaching metacognitive strategies can be particularly effective for low achieving pupils and is very effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion. This also encourages a growth mindset, which can positively impact how disadvantaged learners see themselves and their role within the classroom.

Bloom's taxonomy
Bloom's taxonomy is used to create measurable learning outcomes and enable effective questions aligned with student ability which encourages engagement and challenge for learners. teachers share best practice and regularly add to a bank of resources which promote these pedagogical strategies in a 'Tute Teachers' library in our cloud-based storage system.

9.2   Tute lesson structure

All teachers must follow the Tute lesson structure which, not only promotes and facilitates our core pedagogy, but also removes barriers to learning and lead to better student outcomes.

Teachers will build resources around the following structure and deliver lessons with the following as the backbone:

Learning objective: set in the form of a question, the learning objective is an overview of the lesson, sets the scene and students must always be asked at the beginning of the lesson. This will allow for assessment of prior knowledge, identification of gaps in learning and metacognitive strategies introduced.

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Learning outcomes: must be written using Bloom's verbs based on students' ability and pitch of the lesson. Learning outcomes will be shared and clarified with students so they can plan for success and accurately measure against them later in the lesson.

Review outcomes – self-assessment: outcomes are revisited once the teaching and learning has been completed and students must be given the opportunity to self-reflect, assessing their confidence. To ensure student outcomes are achieved by the end of the lesson, teachers will at these stages assess, question and consolidate to decide whether to progress with the lesson, or go back to support with attainment.

Learning objective: must be revisited at the end of lessons for context and to demonstrate student progress and achievement. Teachers will assess and decide if there are gaps in learning to address next lesson and if any changes need to be made to the programme or if the programme can continue as originally planned.

Activities: all activities, discussions and learning tasks must be engaging, purposeful and designed to elicit evidence of learning, activate students as instructional resources for one another or activate students as owners of their own learning.

Differentiation: Differentiation is fundamental to ensuring students are properly supported and challenged. Tute teachers will plan for differentiation when building resources and action during live lessons:

- By outcome
- By questioning
- By support
- By task

When appropriate, learning must be scaffolded to provide students with temporary supports that are gradually removed as their confidence grows. Guided practice within instruction is used widely by teachers.

9.3   The learning cloud

Tute's virtual environment, the Learning Cloud, is built specifically for teaching and learning and must be used to facilitate our research-based pedagogy to improve student interaction and engagement. Teachers must ensure the following features are utilised effectively to better outcomes.
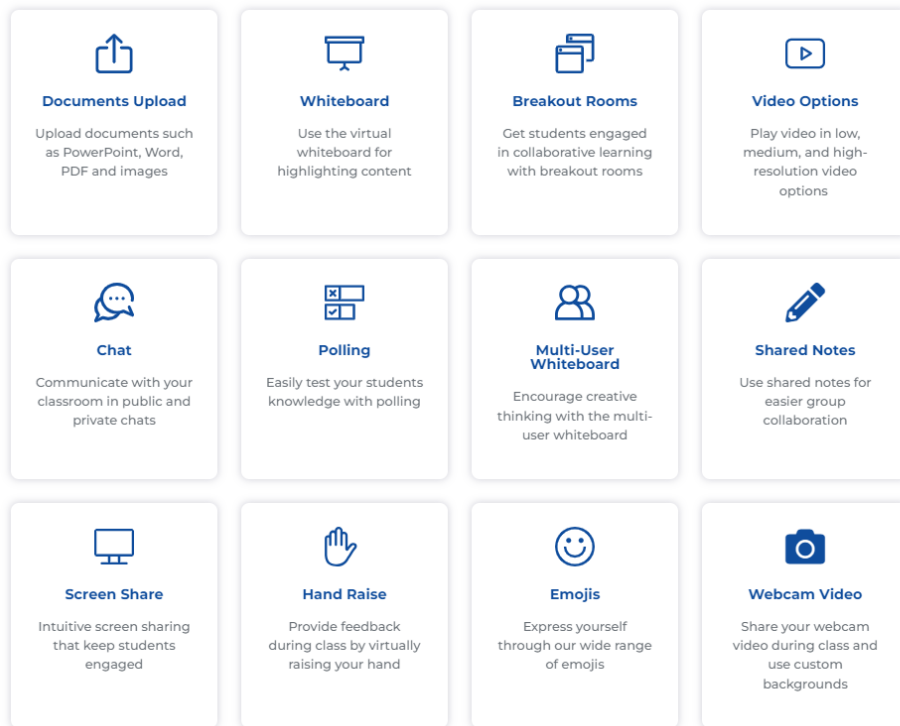
Expectations within the Learning Cloud are shared with students in their first lesson and ongoing when required, see appendix 3, along with behaviour for learning; appendix 4 and 5).

9.4   Progress tracking and reporting

Assessments of individual students' progress and engagement, along with a suggestion for progress, must be completed within 24 hours of a lesson being delivered, with the following being detailed:

- Student Progress (5-1)
- Student Engagement (5-1)
- Suggestion for progress (based against the learning objective)

Teachers will ensure students are aware of this process, what their assessment means and what they are required to do to improve. Students, and partners, have access to this and partners can download a data report. The descriptors are below:

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ASSESSMENT	PROGRESS	ENGAGEMENT
5	• Demonstrated a sophisticated grasp of the lesson objective • Achieved the lesson outcomes • Exceeded expectations • Made outstanding levels of progress	• Participated frequently with confidence and enthusiasm • Fully engaged with the learning activities • Demonstrated higher level thinking skills through use of perceptive and insightful questioning • Demonstrated outstanding behaviour which helped to create a positive learning environment • Used the Learning Cloud's functions effectively • Was respectful and polite towards others
4	• Demonstrated a good understanding of the lesson Objective • Achieved the lesson outcomes • Met expectation • Made good progress	• Participated consistently and with a positive attitude throughout the lesson • Engaged with the learning activities • Asked appropriate questions to improve and extend understanding • Demonstrated good behaviour which helped to create a positive learning environment • Made good use of the Learning Cloud's features • Was respectful and polite towards others
3	• Demonstrated an understanding of the lesson objective • Achieved some of the lesson outcomes • Met expectations • Made satisfactory progress	• Participated throughout most of the lesson • Engaged with the learning activities when directed • Occasionally asked questions to confirm understanding • Demonstrated good behaviour throughout the lesson • Was sometimes reluctant to make effective use of the Learning Cloud's features, but did not misuse them • Was usually respectful and polite towards others
2	• Demonstrated an emerging understanding of the lesson objective • Engaged with some of the lesson outcomes but did not make sufficient progress to achieve them • Made some progress	• Engaged with some of the lesson but did not participate throughout • May lack confidence demonstrated in a lack of engagement • Demonstrated a lack of focus and their attitude could be improved • Was very reluctant to make use of the Learning Cloud's features and/or misused them somewhat • Was indifferent to others' views and progress
1	• Demonstrated limited understanding of the lesson objective • Needed to make more input to achieve the lesson outcomes • Made significantly less progress than expected	• Did not engage or participate with the lesson • Demonstrated behaviours that negatively impact on the learning environment • Did not use and/or misused the learning environment's features • Made no effort to be respectful and polite towards others • Needed frequent reminders of good behaviour

Assessments of progress and engagement must be completed to the highest quality to ensure detailed and meaningful information is provided to our students and customers.

9.5   Tute learning base

Learning continues outside of live lessons for some of Tute's products, where students are automatically enrolled into a Base, relating to their programme, where teachers set supplementary work, share resources, answer questions, and give open and private feedback. Teachers must use Bases, when appropriate, to contribute to improvement of student outcomes.

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10 MONITORING HIGH-QUALITY TEACHING AND LEARNING

We ensure and measure our quality and outcomes in a variety of ways:

- Through a robust recruitment and induction process
- Via our 'Tute Teacher Standards' programme
- By contracting an outstanding school (Shireland Collegiate Academy) to review 50 lessons every year systematically to assess the quality of our teaching using OFSTED standards
- Through research lead by University of Chester PHD graduate, assessing attainment and impact.
- By garnering feedback from learners, 'the student voice,' and schools as to our impact, and by publishing case studies
- Through learning walks completed by both curriculum leaders and the quality team
- With frequent review of Tute's curriculum to ensure a rich and inclusive provision is available and delivered

10.1 Tute teacher standards

See Appendix 1.

Tute aims to create the best learning environment possible for learners to progress and achieve. We do this by ensuring the effectiveness of our teachers, by close monitoring of planning and delivery, by motivating colleagues to update their skills and to improve their performance; all against the "Tute Standards" model.

The process is supportive and developmental, designed to ensure that all our teachers have the skills and support they need to carry out their role effectively. Teachers will build up a record of evidence supporting self-judgments against the Tute Standards and the Quality Team utilises this evidence to moderate and quality-assure our output. The process will ensure that all teachers:

- Engage with and demonstrate the Tute Standards.
- Deliver lessons in which the pupils achieve the best possible outcomes.
- Are reflective practitioners.
- Set professional development steps, objectives and targets.
- Are supported to meet these objectives.
- Engage in appropriate professional development and training.
- Seek to develop and challenge their practice.
- Receive clear guidance on professional development.
- Learn from one another and share best practice.

- Engage in the feedback cycle provided by the quality team each term following observations

The quality assurance cycle will be annual and sets three areas for development:

- Business-wide teaching and learning priority e.g. questioning
- Department teaching and learning focus e.g. planning
- Self-evaluated area for development e.g. assessment

The quality team, consisting of the Quality Assurance Manager, Quality Coordinators and Quality Assurance Specialist are assigned a cohort of teachers to provide comprehensive support and challenge across the quality assurance cycle, with a clear focus on expectation and improvement against the Tute Standards.

The Quality Assurance Manager will develop a comprehensive annual Quality Assurance sampling plan to ensure that all subjects, curricula, and key stages undergo rigorous quality checks throughout the academic year. This plan aims to ensures the accurate and reliable representation of teaching practices through regular lesson observations, learning walks, safeguarding spot checks, suggestions for progress and lesson resources. We stive to ensure every teacher is subject to quality assurance evaluations each term. We also aim to include a representative sample of students in the QA process to guarantee a fair and balanced assessment of educational outcomes.

10.2 Internal assessment of quality

The Quality Assurance (QA) Team drives continuous development of pedagogy and teaching practices at Tute, ensuring that high-quality teaching is consistently delivered across all subjects.

By conducting thorough QA checks, offering targeted feedback, and supporting teacher development, the team links effective teaching directly to enhanced student outcomes. This focus is grounded in the principle that "the best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them" (EEF).
The QA Team's work ensures that teaching aligns with evidence-informed practices, ultimately helping all students reach their full potential through access to high quality teaching delivered on our advanced and innovative online platform.

Roles and responsibilities of this team are included below:

Role	Responsibilities

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Head of Teaching and Learning	Provides strategic leadership to the Quality, Curriculum and SEND and Inclusion departments within the teaching and learning function. Maintains oversight of QA department and ensures alignment business development planning. Reports to the Senior Leadership Team.
Assistant Head of Quality	Establishes QA processes to ensure curriculum provisions meet quality standards, ensuring mechanisms for effective teacher development are deployed. Responds to data analysis from QA findings. Leads on the evidencing of quality and impact at Tute. Reports to the Head of Teaching and Learning.
Quality Assurance Manager	Manages the QA team. Directs the enactment of QA processes and procedures. Leads on internal verification to ensure accuracy and validity of QA processes are robust. Provides insights to curriculum teams to enhance. Analyses data on teaching quality, identifies areas of strength and for improvement. Reports to the Assistant Head of Quality.
Quality Assurance Specialist	Executes quality assessments as sole purpose. Provides detailed, actionable feedback to teachers and supports their professional development through coaching. Collaborates with the QA Manager to track progress and ensure standards are met.
Quality Coordinator	Executes a proportional number of quality assessments alongside teaching timetable. Provides detailed, actionable feedback to teachers and supports their professional development through coaching. Reports to QA Manager and facilitates subject specific support.

Additionally, teachers are encouraged to contact TL.support@tute.com for matters relating to teaching and learning.

The quality assurance process is outlined below:

Transition: Following successful recruitment, teachers move from induction into the care of the quality department.

Prepare: All quality assessment materials and standards are shared with teachers to plan for high-quality provision.

Allocate: New teachers are assigned a dedicated quality coordinator for the academic year.

Communicate: Before a teacher delivers a lesson, the Quality Coordinator sends introductory email to teacher introducing themselves and offering initial support.

Discuss: Should there be any requirement for support, Qualit Co-ordinator will discuss the questions/concerns with teachers to ensure a level of confidence and competence.

Assess (initial): Within the first week a learning walk (live where possible) takes place and the quality folder with written feedback is then shared with the teacher. This is then followed by a full lesson review within the first 2 weeks .Review feedback is then completed. Quality assurance of safeguarding via spot checks and suggestions for progress are also reviewed.

Meet: Quality Coordinator will send email to inform the teacher quality assurance checks have been undertaken and will provide suggested dates to meet for feedback where possible within 3 working days. A supportive feedback meeting will be offered.

If the teacher does not meet Tute teaching standards as defined within the quality matrix (Appendix) this will be discussed with the teacher during the meeting phase and recorded with a clear timescale provided for a follow up observation. All lesson observations which do not meet standards will also be reviewed in full by the Quality Assurance Manager to ensure a robust procedure has been followed. Teachers will be provided with resources and support in order to assist them to reach the required standards.

Record: During the meeting an action plan will be agreed and logged for teacher reference.

Follow up: Should a follow up quality assurance check be needed, this will be discussed during the meeting with clear areas of focus discussed. Usually within 2 weeks.

Ongoing termly quality assurance: lesson review (live if possible, or review playback) will be completed each term. Quality assessment of resource (if teacher has created) and spot checks for safeguarding and suggestions for progress are ongoing across the year. All checks are updated in the quality data sheet. Termly feedback meetings offered.

Reporting: Quality assurance is reported on in the weekly RRF meeting and monthly leadership meetings.

In addition to the quality processes implemented within the teaching team at Tute, we are committed to maintaining high standards within the quality team through regular professional development, dissemination of best practices, ongoing inquiry, and robust internal quality assurance procedures.
A key component of maintaining these standards is the commitment that each quality coordinator, along with specialists, will undergo internal quality assurance conducted by the Quality Assurance Manager on a regular basis.

Internal quality assurance (IQA) Plan: The Quality Assurance Manager will develop a termly IQA sampling plan to ensure a consistent approach, where a proportionate selection of the same quality assessments conducted by the quality team is assessed by the manager.

Assess: Quality Assurance Manager will select a range of assessment methods to review periodically and as much as possible review these with "anonymous assessing"

Review: A review of the quality assessors' judgements will be assessed along with the feedback provided both written and verbal where possible.

Meet: Within 3 working days of the IQA taking place, the quality assessor will attend an IQA review meeting with the quality manager with a focus on observations. Where additional checks have been considered they will not automatically produce an IQA meeting, although full written feedback will be provided.
However, if there a misalignment of one or more assessment boundaries then this will create a meeting, regardless of the check undertaken.

Record: Agreed action steps are detailed in within the quality coordinators IQA folder.

Review: If the has quality coordinator has not met satisfactory QA standards a follow up IQA check will be conducted within a 4-week period of the IQA meeting taking place to ensure sufficient time has passed for progress to be made. Following this further IQA check the cycle will continue to include meet, record and review.
If for any reason progress has not been made during this further IQA check the quality coordinator will then be further supported by both the Quality Assurance Manager and he Assistant Head of Teaching and Learning Quality.

11 EXTERNAL ASSESSMENT OF QUALITY

Tute actively gathers evidence external sources to rigorously evaluate its quality and impact. We prioritise transparency by purposefully seeking external perspectives and independent reviews to ensure an objective assessment of effectiveness and drive continuous improvement.

11.1.1 Shireland collegiate academy (sca)

Shireland is an outstanding secondary academy and Teaching School who Tute has been in partnership with for almost a decade.

Their Principal, Sir Mark Grundy, is highly regarded and sits on the West Midlands Headteacher Board and advises Government. SCA is also recognised as one of the leading digital schools in the UK.

Tute has retained the services of SCA and its SLT for four years now. Their role is to act as our OFSTED and to independently review the quality of teaching and learning delivered by our teachers by observing lessons. In each year, SCA will review lessons systematically and report back to the Tute SLT and Quality Assurance Manager using a standardised format linked to the Tute Standard internal measurement.

In addition to measurement, SCA and Tute teaching teams share best practice, and work together to evolve new pedagogy. Tute teachers also spend time in classrooms at SCA as part of their PD.

In addition, to strengthen our quality processes, the same lessons are reviewed by the quality team with outcomes recorded. The Quality Assurance Manager reviews findings and draws upon the data to identify patterns and trends, disseminating such findings. This provided the basis for internal quality benchmarking.

11.1.2   Ofsted (OEAS)

While Ofsted do not currently inspect Tute directly, Tute have been mentioned as being effective in supporting student outcomes in Ofsted reports from schools where Tute were delivering programmes.

Ofsted will be leading the government backed accreditation scheme for online providers to volunteer for inspection against measures similar to standards of independent schools. Tute fully welcomes this new scheme and will be registering to become an approved online provider with the Online Education Accreditation Scheme and plans to submit the application in Autumn term of 2024.

11.1.3   Research Mark: Chartered College of Teaching

The Research Mark is an accreditation initiative launched by the Chartered College of Teaching, aimed at promoting and recognising evidence-informed practice within an education setting. A part of the first cohort of this pioneering pilot, Tute was awarded the Research Mark kitemark in 2024 to celebrate the embedded research engagement at all levels, from leadership to teaching and across their wider community.

11.1.4   British educational research association

The Assistant Head of Teaching and Learning-Quality earned a fellowship and conducted research on student voice in online learning, published in the British Journal of Education Technology. She actively participates in BERA events and now leads its special interest group on alternative education.

11.1.5 National tutoring programme

NTP Audit: The tribal audits conducted as part of the National Tutoring Programme (NTP) during the 2023-24 academic year were aimed at ensuring the quality and effectiveness of tuition provided through the programme. These audits focused on verifying that Tuition Partners adhered to the NTP Quality Assurance Framework, which includes ensuring high standards in tutoring practices, safeguarding, and communication with schools. Tute passed all elements of this audit.

NTP RCT: The Education Endowment Fund (EEF) commissioned the National Foundation for Educational Research (NFER) and the Behavioural Insights Team (BIT) to run nimble randomised controlled trials (RCTs) with approved NTP Year 1 (2020–21) Tuition Partners to evaluate different strategies to reach and engage both schools and pupils in the National Tutoring Programme.

12 REPORTING HIGH-QUALITY TEACHING AND LEARNING

All quality assessments are documented at a high-level overview to ensure quality assessing is consistent and holistic. Quality Assurance dashboard. Appendix 6.1 shows an overview of quality assessments competed for academic years 2021-22 and 2022-23, 2023- 2024.

The Quality Assurance Manager monitors efficiency of quality leaders: meeting targets, making accurate judgements, providing meaningful feedback and reports to the Assistant Head of Teaching- Quality.

Tute's Assistant Head of Teaching and Learning – Quality will manage escalated concerns regarding quality. This will be passed onto the quality assurance specialist in the first instance. If further support is required the Quality Assurance Manager will assist. The quality assurance specialist will follow the escalation requirements and report back to the Quality Manager and Assistant Head of Teaching and Learning-Quality.

There is no blame culture at Tute and the Head of Teaching and Learning. Quality team members, along with the Quality Assurance Manager will aim to support that member of staff on any issue of quality. If issues of poor quality or poor deliver continues, we will support teachers as best we can with balanced against impact on student progress and experience.

If an investigation or disciplinary is required, or it had been determined there has been gross misconduct, Tute will the disciplinary process.

Quality is one of Tute's four business priorities and trends of quality are identified, reviewed and prioritised on a weekly and monthly basis. Should any specific areas of concern arise, they are addressed with further professional development training and/or guidance delivered through a range of media best suited to the approach.

13 MEASURING IMPACT

Tute advocates evidence informed practice and, led by the assistant head of teaching and learning quality, we have been actively measuring the impact of our provision since inception. The measures in place take two forms; qualitative data (non-numerical data) that has been utilised to evaluate learners' and organisations' experiences and opinions on the provisions we offer and quantitative data (numerical data) which has been utilised to examine progress and attainment, attendance and any other statistical patterns or trends that might be of interest.

13.1 Student voice surveys

One of our longest serving evidence tools has been the student feedback surveys. This demonstrates Tute's absolute commitment to listening to student voice and to ensuring our students have the opportunity to autonomous and independent learners. Though it has been improved and updated over the years, the student feedback surveys have been active since 2014-15.

14 PART 2: OTHER DEPARTMENTS

15 OPERATIONS, FINANCE AND HR

15.1 Quality statement

Tute's operations, finance and HR team are committed to providing unparalleled service and meaningful reporting, which exceeds the demands and expectations of customers. We continuously improve our standards and systems to ensure our customers and in turn students, can get the most out of Tute.

15.2 Methods of QA
- Feedback
  - Reacting to feedback from half termly partner-review meetings

QUALITY ASSURANCE POLICY

- - o Responding to feedback received via informal and formal methods on a day-to-day basis.
    - o Responding to feedback from milestone surveys and analysis
    - o Half Termly meetings with from schools and student – both informally on a day-to-day basis and formally via milestone surveys and analysis
  - Meetings
    - o Weekly operations catchup
    - o Weekly focus meeting
    - o Daily operations and customer management meeting
    - o 1:1 performance appraisal
    - o Informal meetings
    - o Twice weekly scheduling review meeting
  - Reporting
    - o Continuously reviewing our database and reports to ensure smooth running of Tute programmes, to predict and identify issues before they happen.
    - o Developing new reports to improve quality
    - o Monitoring IT and administrative support services in terms of timeliness and quality of support provided

16 SALES AND MARKETING

16.1 Quality statement

Our mission is to empower every LA and education setting to achieve more with their budgets by using Tute. To be successful in doing this, we endeavour to provide a high-quality consultative approach to gain a thorough understanding of our partners' needs and ensure they have the necessary knowledge to get the best from our services.

16.2 Methods of QA

- Communication
  - o Tute marketing will provide high quality communication through a range of media, so our messaging is accessible in the most convenient form
  - o Our website will be kept up-to-date with accurate information about our products and services
  - o We will use feedback from customers about our sales and marketing contact to inform ongoing improvement
- Meetings
  - o Initial sales meeting:
    - ▪ We will take time to build relationships with prospective partners through quality conversations founded on sound knowledge of the education sector and understanding of student needs

- Our sales presentation will deliver a thorough introduction to Tute, our vision and how we work
- We will clearly communicate accurate information about our products, costs and terms of use
    - o Follow-up meeting:
        - Discussion will focus on initial referrals and the recommendation of suitable products
        - We will obtain all necessary customer information to ensure smooth account set-up
        - As required, we will train customers on product usage so they can make informed decisions on behalf of their students
    - o Handover meeting:
        - Information will be shared with the account management team to ensure smooth transition to Tute customer status
- Reporting
    - o Weekly reporting will review sales risks and priorities internally with the wider team to inform ongoing conversations with customers and development of our sales offer to better meet their needs
    - o Monthly reporting will update on longer-term sales developments and external circumstances that will influence our sales approach, ensuring our sales offer remains fresh and relevant

17 CUSTOMER MANAGEMENT

17.1 Quality statement

The customer management team will go above and beyond to ensure an exceptional experience for each of our customers. We will establish sound relationships based on deep and detailed knowledge of each customer and ensure they get the very best out of their partnership with us.

17.2 Methods of QA

- Communication
    - o Our customer management team are available on the phone and welcome feedback to ensure Tute is providing quality provision.
    - o Ongoing catchup meetings with our customers to create solutions and respond to feedback
- Meetings
    - o Customers can request a customer meeting at any point with your account manager using our online booking platform.
    - o Half termly meetings are requested to obtain feedback to allow continuous improvement.
- Reporting

- o Weekly review of customer activity and usage on a week by week basis.
  - o Monitoring customer's attendance and reacting to any significant changes.
  - o Liaising with Teaching and Learning and customers to ensure students are receiving the correct provision and making recommendations where another product is more suitable.
- Surveys
  - o Tute conducts regular surveys to collect feedback on performance to ensure quality across all Tute departments

18 IT/TECHNOLOGY

18.1 Quality statement

Tute's IT department is committed to helping staff, customers, and students to achieve their goals, we will evaluate, integrate, and support innovative technologies to enable this.

18.2 Methods of QA

- Feedback
  - o Staff
  - o Customer
  - o Student
- Performance management
  - o Yearly staff performance reviews
- Meetings
  - o Management
  - o Weekly Team
  - o Informal daily
- Reporting
  - o Detailed monthly management report
- Software evaluation/upgrades/maintenance
- Monitoring of vital infrastructure to ensure uptime meets specified targets
  - o Servers
  - o Routers
  - o Firewalls
- Upkeep of devices to ensure data security
  - o Laptops
  - o Desktops
  - o Mobiles
- Supporting end users

    o   1st/2nd/3rd line support

19 ANNUAL REVIEW

The Quality policy will be reviewed on an annual basis.

20 APPENDIX 1: TUTE TEACHER STANDARDS (TTS)

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work Tute's customers in the best interests of their pupils and the business.			
Part 1			
1	Plan and teach well-structured lessons, adopting the pillars of Tute pedagogy	2	Demonstrate good subject and curriculum knowledge
1.1	Use the Tute lesson structure in planning and delivery, ensuring that the resources facilitate the three pillars of Tute pedagogy: AfL, Bloom's Taxonomy and metacognition	2.2	Have a secure knowledge of the relevant subject(s) to promote a love of learning; to foster and maintain pupils' interest in the subject, to encourage children's intellectual curiosity
1.2	Demonstrate knowledge, understanding and application of Assessment for Learning in planning and delivery and how this impacts on progress	2.3	Demonstrate a critical understanding of developments in the curriculum areas, including statutory assessment requirements
1.3	Demonstrate knowledge, understanding and application of Bloom's Taxonomy in planning and delivery and how this impacts on progress	2.4	Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
1.4	Demonstrate knowledge, understanding and application of metacognition in planning and delivery and how this impacts on progress	2.5	Contribute to the design and provision of an engaging curriculum within specialist and non-specialist subject area(s)
1.5	Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively		
1.6	Reflect systematically on the effectiveness of lessons and approaches to teaching		

3	Assess effectively and set high expectations to inspire, motivate and challenge pupils to ensure good progress	4	Safeguarding students to ensure a safe and effective learning environment
3.1	Establish a safe and stimulating environment for pupils, rooted in mutual respect by demonstrating consistently the positive attitudes, values and behaviour which are expected of them	4.1	Have clear rules and routines for behaviour in the Learning Cloud and take responsibility for promoting good and courteous behaviour
3.2	Take responsibility for pupils' attainment, progress and outcomes and setting goals that stretch and challenge pupils of all backgrounds, abilities and dispositions	4.2	In line with Tute policy, set high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
3.3	Give pupils regular feedback, and encourage them to take a responsible and conscientious attitude to their own work and study by responding to the feedback	4.3	To be well practised in identifying and raising safeguarding concerns, following Tute's reporting policy always
3.4	Plan teaching to build on information shared and learned about pupils	4.4	Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
3.5	Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how to overcome these		

5	Fulfil wider professional responsibilities
5.1	Make a positive contribution to the wider life and ethos of the business
5.2	Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support and utilising support staff effectively
5.3	Communicate effectively with customers and managers about pupils' achievements and well-being
5.4	Active in improving teaching and learning through CPD, evaluation and feedback from others
5.5	Act with the understanding that customers' perception of quality is holistic and that all responsibilities outside of teaching contributes to this e.g. admin, evaluation, communication
5.6	Support the recruitment and retainment of contractor teachers

Part 2			
6	Maintain high standards of ethics and behaviour, within and outside Tute Education Ltd	7	Professionalism
6.1	Have proper and professional regard for the ethos, policies and practices of Tute and maintain high standards in their own attendance and punctuality.	7.1	Adhere to a smart, professional dress code and appearance
6.2	Display an understanding of, and always act within, the Tute effectiveness standards	7.2	Display Tute background banner with branding
6.3	Treat students with dignity, building relationships rooted in mutual respect, and always observing proper boundaries appropriate to a teacher's professional position	7.3	Use only a good quality headset and hard-wired Internet connection that has been tested by Tute's IT team
6.4	Have regard for the need to safeguard students' well-being, in accordance with statutory provisions	7.4	Create and deliver resource in line with Tute guidance and ensure that it is uploaded 10 minutes before the lesson start time
6.5	Show tolerance of and respect for the rights of others	7.5	Use webcam effectively: off until students log on and address throughout the lesson, especially when questioning
6.6	Uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs	7.6	Use appropriate language/tone employed, respectful relationships evident

8	Communication
8.1	Use Tute email for all communications using the correct channels, with Tute copied in to all communication with organisations
8.2	Ensure any invoices are submitted on time using Tute documentation
8.3	Store all documents and resources following Tute guidelines
8.4	Give 48 hours' notice for any absence/cancellation/reschedule requests

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21 APPENDIX 2: EXPECTATIONS SLIDE

Welcome to your Tute lesson

While your teacher is getting today's lesson ready, here's a recap on what we expect in lessons

— Tute teachers will:

- Plan engaging lessons to help you make progress and grow in confidence
- Arrive early to lessons to greet you as you log in
- Make sure you know the standard of behaviour we expect from you
- Not tolerate any disrespectful behaviour
- Share your progress, engagement with your teachers after every lesson

— We expect you to:

- Attend all lessons on time and stay until the end
- Complete all work asked by your teacher
- Respect everyone in the Learning Cloud
- Let your teacher know if you need support
- TRY YOUR BEST!

— Safeguarding

This means keeping you safe. It is our priority. We will always tell your school if we are concerned about your wellbeing.

Do not share any personal information

It's important you **do not** share personal information during a Tute lesson or in Tute's Learning Base that could allow another individual to contact you, either online or offline, e.g:

- Address
- Telephone numbers
- Social media
- Gaming handles

If you have **any concerns** about yourself or someone else in your class, let your teacher know or email safeguarding@tute.com.

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22 APPENDIX 4: BEHAVIOUR FOR LEARNING CRIB SHEET

Behaviour for learning
key information

Effective teachers are effective classroom managers, including online. Having strategies for effective classroom management is essential for creating a positive, successful learning space. Keep calm and carry on!

GOOD PRACTICE GUIDE

CREATE
a secure, stimulating, in which effective learning can take place and where achievement is respected and valued by all

IDENTIFY
levels of behaviour and ensure rewards and sanctions are fairly apportioned

HAVE
the highest expectations of student behaviour to ensure that all students make outstanding progress

ENCOURAGE
students to take responsibility for their own actions and act as responsible members of the class

ESTABLISH
good working relationships and encourage mutual respect amongst all members of the class, including the teacher

PREVENT
any form of bullying

ENSURE
that you have read all policies and procedures and ask questions if you are unsure about anything

BEHAVIOUR CONTACTS

Rob Hughes
Head of Teaching and Learning
rob.hughes@tute.com

Vanessa Leach
Designated Safeguarding Lead and Managing Director
vanessa.leach@tute.com
safeguarding@tute.com

Phil Eastman
Deputy Designated Safeguarding Lead and Business Manager
phil.eastman@tute.com
safeguarding@tute.com

USEFUL LINKS

Behaviour policy
Keeping Children Safe in Education (2018) and Working Together to Safeguard Children (2018)

MANAGING BEHAVIOUR

✓ DO	✗ DO NOT
Arrive early to lessons to greet students as they log in and to begin learning promptly	Tolerate any disrespectful behaviour
Set, promote and reinforce Tute behaviour expectations	Allow a student to distract others from the learning
Always remain calm	Make assumptions about your students
Deal with incidents by following the process	Embarrass a student
Give appropriate praise	Allow a student who has been removed to re-join the lesson
Update the progress tracker to reflect engagement	Take it personally
Make lessons engaging	Hold any grudges or carry anything into the following lesson
Report persistent behaviour that is not conducive to learning	Allow bullying
Be a good role model for behaviour	Treat students differently
Report all safeguarding concerns via the usual process	Be afraid to ask for help!

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23 APPENDIX 5: BEHAVIOUR FOR LEARNING PROCESS

QUALITY ASSURANCE POLICY

Behaviour for learning

Tute believes that behaviour and progress are intrinsically linked. Tute is therefore committed to creating a positive learning environment underpinned by high-quality teaching, aspirations for all, and a culture of praise, recognition and self-discipline. We expect everyone in our learning community to work together positively to create a calm environment where pupils and adults may work purposefully, feel secure, happy and confident.

Effective teachers are effective classroom managers, including online. Having strategies for effective classroom management is essential for a creating positive, successful learning space. Keep calm and carry on!

1   Set behaviour expectations

2

1st lapse:

✓ Explain to the student that behaviour is not acceptable, be specific about the behaviour

✓ Explain why the behaviour is not acceptable

✓ Inform the student that they are being issued a first warning

3

2nd lapse:

✓ Explain to the student that behaviour is not acceptable, be specific about the behaviour

✓ Explain why the behaviour is not acceptable

✓ Inform the student that they are being issued a second warning

✓ Explain to the student that they have a choice to continue the behaviour and be removed from the lesson or that they can follow the rules and keep learning

4

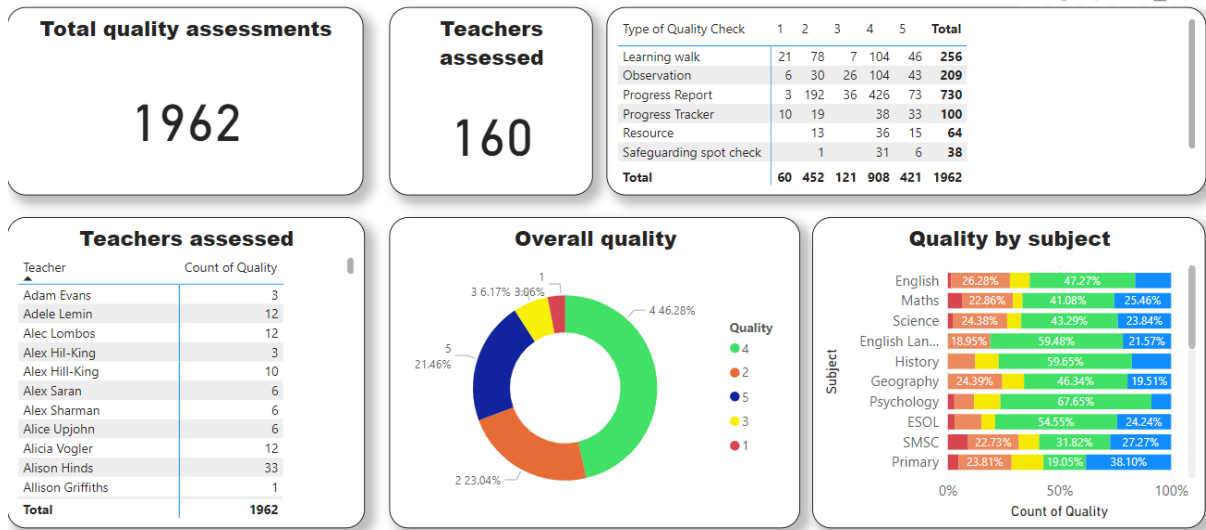**3rd lapse:**

✓ Explain to the student that behaviour is not acceptable, be specific about the behaviour

✓ Explain why the behaviour is not acceptable

✓ Explain to the student that they made a choice to continue the behaviour despite chances to remedy

✓ Inform the student that they are being removed from the lesson and that their link person at the organisation will be notified
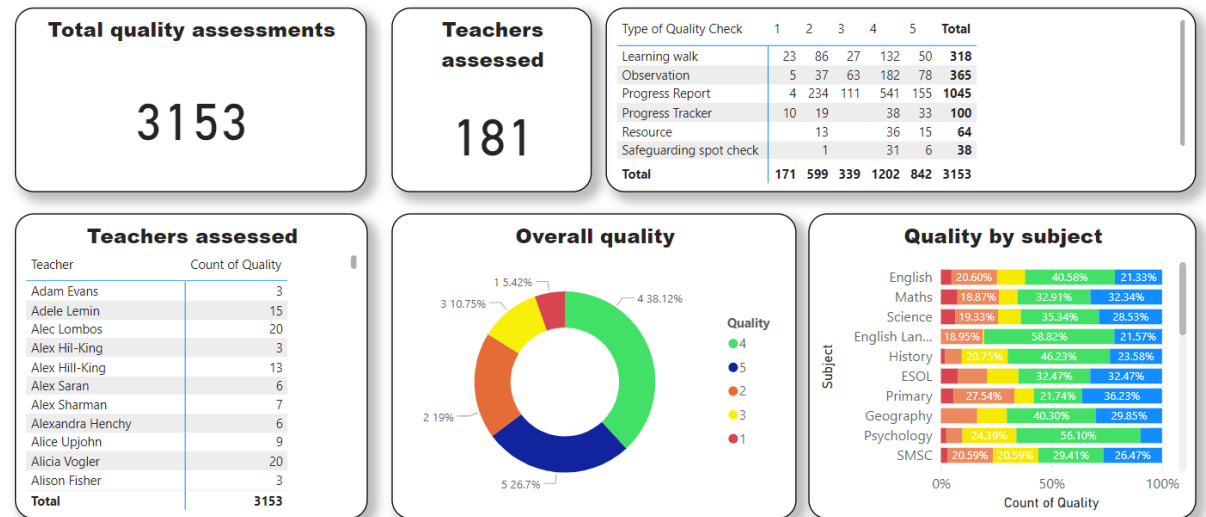
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24 Appendix 6: High-level quality dashboard

2022-2023

Total quality assessments: 1962

Teachers assessed: 160

Type of Quality Check	1	2	3	4	5	Total
Learning walk	21	78	7	104	46	256
Observation	6	30	26	104	43	209
Progress Report	3	192	36	426	73	730
Progress Tracker	10	19		38	33	100
Resource		13		36	15	64
Safeguarding spot check		1		31	6	38
Total	60	452	121	908	421	1962

Teachers assessed

Teacher	Count of Quality
Adam Evans	3
Adele Lemin	12
Alec Lombos	12
Alex Hil-King	3
Alex Hill-King	10
Alex Saran	6
Alex Sharman	6
Alice Upjohn	6
Alicia Vogler	12
Alison Hinds	33
Allison Griffiths	1
Total	1962

Overall quality (Quality: 4, 2, 5, 3, 1)
- 4 46.28%
- 2 23.04%
- 5 21.46%
- 3 6.17%
- 1 3.06%

Quality by subject

- English: 26.28% / 47.27%
- Maths: 22.86% / 41.08% / 25.46%
- Science: 24.38% / 43.29% / 23.84%
- English Lan...: 18.95% / 59.48% / 21.57%
- History: 59.65%
- Geography: 24.39% / 46.34% / 19.51%
- Psychology: 67.65%
- ESOL: 54.55% / 24.24%
- SMSC: 22.73% / 31.82% / 27.27%
- Primary: 23.81% / 19.05% / 38.10%

2023/2024

Total quality assessments: 3153

Teachers assessed: 181

Type of Quality Check	1	2	3	4	5	Total
Learning walk	23	86	27	132	50	318
Observation	5	37	63	182	78	365
Progress Report	4	234	111	541	155	1045
Progress Tracker	10	19		38	33	100
Resource		13		36	15	64
Safeguarding spot check		1		31	6	38
Total	171	599	339	1202	842	3153

Teachers assessed

Teacher	Count of Quality
Adam Evans	3
Adele Lemin	15
Alec Lombos	20
Alex Hil-King	3
Alex Hill-King	13
Alex Saran	6
Alex Sharman	7
Alexandra Henchy	6
Alice Upjohn	9
Alicia Vogler	20
Alison Fisher	3
Total	3153

Overall quality (Quality: 4, 5, 2, 3, 1)
- 4 38.12%
- 5 26.7%
- 2 19%
- 3 10.75%
- 1 5.42%

Quality by subject

- English: 20.60% / 40.58% / 21.33%
- Maths: 18.87% / 32.91% / 32.34%
- Science: 19.33% / 35.34% / 28.53%
- English Lan...: 18.95% / 58.82% / 21.57%
- History: 20.75% / 46.23% / 23.58%
- ESOL: 32.47% / 32.47%
- Primary: 27.54% / 21.74% / 36.23%
- Geography: 40.30% / 29.85%
- Psychology: 24.39% / 56.10%
- SMSC: 20.59% / 20.59% / 29.41% / 26.47%

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25 Appendix 7: Quality Assurance Assessments

Below are links to the documentation used for QA purposes across a range of assessments in addition to the example observation matrix illustrated.

[24-25 Observation Matrix](#)

- Group observation
- 1:1 observation
- ESOL observation
- 1:1 ESOL observation

[24-25 Learning Walks Matrix](#)

- General learning walk
- Engagement focus
- Lesson openings
- Plenary focus
- 1:1 lessons
- ESOL lessons

[24-25 Reports Matrix](#)

- Full coverage

[Learning Walk IQA Documentation](#)

- General learning walk
- Engagement focus
- Lesson openings
- Plenary focus
- 1:1 lessons
- ESOL lessons

[Observation IQA Documentation](#)

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- Group observation
- 1:1 observation
- ESOL observation
- 1:1 ESOL observation
-

Reports IQA Documentation

- Full coverage

QUALITY ASSURANCE POLICY

LESSON REVIEW

Overall assessment #DIV/0!

Teaching staff	
Lesson identifier	
Quality Assurer	
Lesson date	
Observation date	
Live/Playback	
Feedback link	

Lesson observation feedback summary to include timestamps when referring to specific examples here-

Previous quality sample

Areas of strength from last observation	Areas for consideration from the last observation
1	1
2	2
3	3

Current quality sample

Areas of strength	Areas for consideration
1	1
2	2
3	3

One to one discussion and agreed action plan

Agreed action points	Actions/support needed to achieve
1	1
2	2
3	3

Criteria	Assessment		5	4	3	2	1
STUDENT PROGRESS	Understanding and application of material	#DIV/0!	Learners consistently demonstrate a comprehensive understanding and can apply material in complex and novel situations supported by differentiation to meet all student needs.	Learners generally understand the material and can apply it correctly with occasional support through differentiation strategies.	Learners show basic understanding. A stronger focus needs to be given to differentiation to meet all students needs.	Learners have minimal understanding and struggle significantly to apply the material. Differentiation is not evident within the lesson to meet all student needs.	Learners have no understanding of the material- it is clear the lesson is not suitable for the learners and no effort is made to address this.
	Achievement of learning objectives		All learners have the opportunity to achieve or surpass the stated learning objectives with clear evidence of deep learning.	Most learners have the opportunity to achieve the learning objectives, with some displaying understanding beyond the requirements.	Some learners have the opportunity to achieve the learning objectives; however, a notable number do not fully meet them.	Few learners have the opportunity to meet the learning objectives, indicating a widespread lack of achievement	It is not possible for the learners to meet the learning objectives. The teacher makes no attempt to address this.
	Self-assessment and reflection		Learners independently engage in reflective practices, accurately self-assess, and identify areas for growth.	Learners participate in self-assessment and reflection, with some insights into their learning process.	Learners demonstrate a basic level of self-assessment and reflection but lack depth in their insights.	Learners show little engagement with self-assessment or reflection, with no meaningful insights.	No attempts are made to engage the learners in self-assessment or reflection.

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Category	Criteria						
LESSON STRUCTURE	Start: Initial engagement and recap of prior learning		#DIV/0!	Lessons begin with a highly engaging activity that effectively recaps prior learning and transitions smoothly into new content.	Lessons start with a clear objective and include a satisfactory review of previous material.	The beginning of the lesson somewhat engages learners but lacks a robust connection to prior learning.	The lesson starts without engaging learners or effectively recapping previous learning.	No attempt is made to engage learners or recap previous learning at the start of the lesson.
	Sequence: Logical flow and relevance of activities			The sequence of activities is highly logical, each building on the last, with clear relevance to learning goals.	Activities are well-ordered with a generally clear progression, but minor issues in flow may be present.	The sequence of activities shows some logical progression but lacks consistent relevance and flow.	Activities appear disjointed with little logical progression or relevance to learning goals.	Activities demonstrate no logical progression or relevance to learning goals.
	Pace: Alignment with learners' needs			The pace is expertly tailored to the learners' needs, facilitating optimal engagement and learning. All learners are assisted to be motivated and empowered to learn independently through outstanding scaffolding techniques.	The pace is well-matched to most learners' needs, with minor adjustments necessary. Most learners are assisted to be motivated and empowered to learn with consistent support to a good level.	The pace is variable occasionally not aligning with learners' needs and impacting engagement. Infrequent opportunities for learners to be motivated and empowered with a heavy reliance on teacher delivery.	The pace does not align with learners' needs, leading to significant engagement and learning challenges.	Pace is detrimental to meeting learners' needs, leading to negative impacts on engagement and learning.
TEACHING EFFECTIVENESS	Delivery: Clarity, use of resources, and adaptability		#DIV/0!	Instruction is delivered with exceptional clarity, resource use is innovative and effective, and adaptability to learners' needs is evident.	Instruction is clear, resources are used effectively, and there is some adaptability to learner feedback.	Instruction clarity and resource use are satisfactory; adaptability to learners may be sporadic.	Instruction often lacks clarity, ineffective use of resources, and little to no adaptability.	Instruction is poor or confusing, the resource is not suitable or not utilised.
	Interaction: Questioning and response strategies			Questioning is consistently strategic, promoting critical thinking; responses indicate high engagement striving towards synthesis and evaluation opportunities.	Questions are well-formulated, eliciting good responses, through application and analysis opportunities. Although some opportunities for deeper engagement are missed.	Questioning is somewhat effective but could further engage or challenge learners to develop beyond knowledge and comprehension.	Questions fail to engage learners meaningfully, with limited thought-provoking interaction.	Questioning is not evident in the lesson.
	Behaviour and classroom management			Behaviour is excellently managed, contributing to a highly conducive learning environment through proactive engagement strategies.	Behaviour is generally well-managed, with occasional disruptions that are effectively handled.	Some behavioural issues impact the learning environment, suggesting a need for more effective classroom management strategies.	Frequent behavioural issues disrupt the learning environment, indicating poor management.	Behavioural issues are not addresses and disrupt the learning environment, no evidence of classroom management.
LEARNER ENGAGEMENT	Participation: Involvement in activities and discussions		#DIV/0!	Learners are consistently active and deeply involved in all activities and discussions, showing high levels of initiative.	Most learners are engaged and participate actively, though some may be less involved.	Learner participation is variable, with some actively involved but others disengaged.	There is minimal participation, with most learners showing little interest or involvement.	No participation, with all learners showing no involvement. The teacher makes no attempt to address this.
	Collaboration: Group work and peer interactions			Learners consistently engage in collaborative work, showing respect for peers and contributing positively to group objectives.	Learners often work well in groups, offering and receiving constructive feedback.	Collaboration among learners is evident but could be further developed promoting full participation from all group members.	Attempts at collaboration are sporadic and frequently ineffective, with minimal peer-to-peer interaction.	Collaboration is avoided with opportunities for peer-to-peer interaction unoffered. The teacher makes no attempt to address this.
	Independence: Ownership of learning process			Learners take full ownership of their learning, setting personal goals and seeking resources independently.	Learners show a good level of independence, requiring minimal prompts to take charge of their learning.	Some learners display independence, but many rely on teacher direction for progression.	Learners demonstrate little to no independence, with heavy reliance on teacher-led instruction and direction.	Teacher-led instruction and direction only. The teacher provides no opportunities for students to be independent within the lesson.

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			Understanding is consistently checked throughout the lesson, with timely and appropriate interventions to aid learning to assess thoroughly before moving on.	Checks for understanding are regular and generally effective, but may miss some opportunities for deeper assessment before moving on.	Occasional checks for understanding occur, but they are not always systematically used to inform teaching and learning.	There is a lack of effective understanding checks, with missed opportunities to address misconceptions.	No attempts to undertake understanding checks, the teacher is therefore unaware of misconceptions.
ASSESSMENT AND FEEDBACK	**Continuous assessment: In-lesson understanding checks**						
	Feedback mechanisms: Quality and utility of feedback	#DIV/0!	Feedback is detailed, constructive, and timely, significantly contributing to learner improvement and confidence. There are opportunities to for students to act on feedback.	Feedback is useful and generally helps learners understand their progress, but may lack personalization with limited opportunities for students to act on feedback.	Feedback is given, but it is often generic and not always timely, providing limited guidance for improvement.	Feedback is infrequent, vague, or not actionable, offering little to no benefit to learners.	Feedback is not given.
	Metacognition: Promotion of self-evaluated learning		Metacognitive skills are deeply embedded in the lesson, with learners regularly reflecting on their learning strategies and outcomes.	Some metacognitive activities are present, guiding learners to think about their thinking and learning processes.	Metacognitive strategies are introduced, but not consistently practiced or reinforced throughout the lesson.	There is minimal or no emphasis on metacognition, with learners rarely encouraged to reflect on their learning process or strategies.	No emphasis on metacognition, with learners not given opportunities to reflect on their learning process or strategies.

SAFEGUARDING SPOTCHECK — Overall assessment: 0

Criteria	Assessment	5		1
WELFARE, HEALTH AND SAFETY OF PUPILS		Effective arrangements are made to safeguard and promote the welfare of all pupils. Bullying within the learning cloud environment is prevented, in so far as reasonably practicable. Behaviour is managed effectively with adherence to the Behaviour for Learning policy and process evident. The teacher follows the Safeguarding Policy ensuring tute safeguarding reporting process is always followed. All notifications are up to date, comments and uploads in bases and the chat function are relevant to learning.	**Safeguarding concern/disclosure is observed** 1. Message the safeguarding team in a Teams chat. 2. Ask if a safeguarding report was completed: Teacher, student, lesson date, lesson title & partner. 3. The safeguarding team will review the log and reply with an outcome (Yes, it has, or no, please complete a report). Observed concerns of effective use of the behaviour for learning process can be managed in feedback meetings. Escalate to T&L SLT if required. **Norfolk student safeguarding guidance** Norfolk students in one-to-one lessons have permission to turn their webcams on. Ensure this feature is unlocked for students to be able to do this and ask them to turn their cameras on. Detail if students have had their webcams on or ot at the beginning of the students' suggestion for progress commment, for example: Camera on - to include units when answering questions on measurement. Camera off - to include units when answering questions on measurement. Safeguarding team: Holly, Rob & Anna Behaviour for Learning: T&L SLT	Effective arrangements are not evidently made to safeguard and promote the welfare of all pupils. Opportunities to adhere to the Behaviour for Learning policy and process are missed. There is a lack of proactive strategies to ensure bullying within the learning cloud environment is prevented, were reasonably practicable. The Safeguarding Policy needs to be referred to ensuring tute safeguarding reporting process is always followed. Notifications are not up to date, comments and uploads in bases and the chat function are irrelevant and not addressed or cleared.

		SUGGESTIONS FOR PROGRESS			Overall assessment	O
Criteria	Assessment	5	4	3	2	1
STUDENT PROGRESS		Individualised suggestions for progress highlight areas for improvement through exceptional individualised student targets/comments and these may draw on diverse formats (videos, links, tasks). Progress and engagement assessments track the learning journey, with positive reinforcement embedded in the feedback. There are clear links to the learning intentions of the lesson evident.	Individualised suggestions for progress are consistently effective as appropriate. Progress and engagement assessments track the learning journey with comment related to these assessments or the learning intentions within the lesson embedded within the feedback.	Individualised suggestions for progress are satisfactory and appropriately utilised, but may also note missed opportunities for improvement. Progress and engagement assessments trace the learning journey, with some acknowledgment of these aspects embedded in the feedback, contributing to a satisfactory theme.	Suggestions for progress are inconsistent in individualisation and do not address any target or area for development. Assessments for progress and engagement do not accurately reflect the learning journey for the student. Suggestions for progress appear uniformed by assessments.	Suggestions for progress have not been completed within a 24 hour period.

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