



Internal Quality Assurance Policy (Exams)

Document Control

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1. PURPOSE

This policy outlines our Internal Quality Assurance. This supports self-evaluation and continuous college improvement to ensure that students receive a high-quality education.

- To provide a structured and systemic approach to monitoring, evaluating and improving the quality of education
- To comply with relevant legislation and guidance, including:
 - DfE Standards for Teachers' Professional Development
 - Teachers' Standards (DfE, 2012)
- To provide clear roles and responsibilities for staff involved in quality assurance

2. SCOPE

- Applies to all students
- Encompasses teaching and learning, curriculum delivery, assessment, leadership and management, personal development, behaviour, and welfare

3. KEY PRINCIPLES

- Consistency: Common tools and processes to ensure reliable quality assurance
- Rigour: High standards maintained through transparent evaluation methods
- Evidence-informed: Based on data, pupil work scrutiny, learning walks, and stakeholder feedback
- Developmental: Focus on staff CPD and improvement over accountability alone
- Student-centred: Prioritising student progress, achievement, and well-being

4. ROLES AND RESPONSIBILITIES

Senior Leadership Team and Doncaster Local Authority

- Oversee IQA processes
- Analyse outcomes from QA activities and set strategic priorities for improvement

Middle Leaders

- Implement QA activities in their areas
- Use data to inform planning, identify gaps, and support teacher development
- Lead departmental self-evaluation and improvement planning

Classroom Teachers

- Engage constructively in QA activities
- Reflect on feedback to improve practice
- Maintain accurate assessment data and contribute to subject/phase reviews

Leger Education Trust and Doncaster Local Authority

- Provide strategic oversight and challenge
- Ensure accountability of the SLT in delivering high standards through IQA systems

5. CORE IQA ACTIVITIES

Lesson Observations

- Purpose: Evaluate quality of teaching and student engagement
- Frequency: As agreed in college calendar or as part of targeted support (Lesson Observations will be carried out by SLT and by Doncaster Local Authority)
- Feedback on the Quality of Education will be provided by SLT and Doncaster Local Authority respectively

Learning Walks

- Short visits to multiple classes to gather a broad snapshot of learning environments
- Focused on themes (e.g. SEND provision, behaviour, use of feedback)
- Feedback shared at team level to support collective CPD

Work Scrutiny / Book Looks

- Sampling of pupils' work across subjects and groups
- Evaluated for quality, progress over time, consistency of feedback, and curriculum coverage.
- Conducted regularly by SLT and/or subject leaders
- Standardised templates recommend consistency

Pupil Voice

- Interviews, surveys, and group discussions to gather pupil perceptions
- Used to inform development of teaching strategies, curriculum design, and pastoral support

Data Analysis and Progress Tracking

- Use of formative and summative assessment data to identify trends, gaps and progress
- Data points aligned with college assessment policy and calendar
- Analysis should be disaggregated by group (e.g. SEND, disadvantaged pupils, EAL)

Curriculum Impact Evaluation

- To be reviewed at the end of the academic year in order to evaluate the CIP and form the new CIP
- Teaching staff to review and alter Long Term, Medium Term and Short-Term Plans throughout the academic year and make alterations where necessary

Staff Feedback and Self-Reflection

- Surveys, appraisals and CPD evaluations inform leadership on staff development needs
- Teachers and leaders encouraged to review and reflect on their practice
- Should align with the principles outlined in the DfE Standards for Teachers' Professional Development

6. SELF-EVALUATION AND COLLEGE IMPROVEMENT

Whole-College Self Evaluation

- Identifies strengths, areas for development, and next steps

College Improvement Plan

- Developed collaboratively based on SEF findings
- Clear actions, timelines, success criteria and linked QA objectives
- Closely monitored and updated through regular SLT, Leger Education Trust and Doncaster Local Authority reviews

Quality Assurance of SEND and Inclusion

- SEND provision evaluated for compliance with the SEND Code of Practice (2015)
- QA processes should assess:
 - Appropriateness and accuracy of provision mapping
 - Impact of interventions
 - Staff understanding of individual pupils' needs
 - Pupil and parent voice in provision planning

Continuing Professional Development (CPD)

- QA findings inform individual and whole-staff CPD priorities
- Link to Performance Management and Appraisal Policy
- CPD activities should be:

- Evidence-informed
- Evaluated for impact on classroom practice
- Designed using collaborative and reflective models

Monitoring and Evaluation of the IQA Framework

- Regular review by SLT and quality assurance lead
- Stakeholder feedback sought (staff, pupils, parents, Leger Education Trust)
- Annual policy evaluation to ensure alignment with evolving college needs and latest Ofsted/DfE guidance

The college has observation and work scrutiny templates available on request.

The college has a Self-Evaluation document available on request.

The college has a calendar with QA dates on in advance.