

# Protocol Sicrhau Ansawdd | Quality Assurance Protocol

June 2023

## Self-Assessment

One of the principles which has operated in the design and development of this policy has been to respect the autonomy of individual providers and ensure that any new systems can sit alongside those already operating in schools and the protocols set by the relevant local authority.

The purpose of this policy is to produce a straight- forward, effective quality assurance system which could apply to all collaborative provision across e-sgol schools.

The Quality Assurance Protocol operates in such a way that, when elements of their students' programmes are being delivered elsewhere, providers will have confidence in the quality of the teaching and learning experience at the host institution; they will also be in no doubt that if there are any unsatisfactory issues, these will be recognised with alacrity and that appropriate, decisive action will be taken.

## The Key Quality Indicators for an e-sgol lesson could include:

1. Completion of e-sgol Professional Learning opportunities, including the Hwb playlist;
2. Initial meeting – details of the agreed operational arrangements relating to method of delivery, contact details, face to face session dates, parents' evenings, and reports.
3. Student voice – their own assessment of the learning experience.
4. Attendance – the actual % attendance rates on each course.
5. Paired lesson observations – external professional assessment of the learning experience. This could be part of the performance management observations and supported by e-sgol.
6. Standards, value added data, formative assessment results and learner progress on the course – student achievement against targets, pass rates, including high grades, progression, where appropriate, for each course and actual student achievement compared with expectation.
7. Collaboration enabling effective pedagogy - teachers will be able take opportunities to work productively with all partners in learning in order to extend professional effectiveness. Teacher in a formal leadership role to build a climate of mutual support in which effective collaboration flourishes within and beyond the school to spread effective pedagogy.

## 1. Professional Learning opportunities

e-sgol leads for designated clusters/local authorities will work with teachers who will be delivering an e-sgol course via a blended learning approach. It is good practice for teachers to meet with the e-sgol member of staff and to complete the online Hwb playlist, which will provide helpful and useful tips on teaching an e-sgol course. It is suggested that the teachers become part of e-sgol's PLCs (Professional Learning Community) to foster blended learning collaboration and improve and share practice.

## 2. Initial meeting

To establish effective communication between the home base school and provider, an initial meeting between the relevant staff and e-sgol lead will be facilitated. This meeting will be arranged by the e-sgol lead and will take place before the student accesses the provision. It will cover issues such as contact details of named individuals within both organisations and any further training needs.

## 3. Student voice

It is important for students to be given the opportunity to express their thoughts about the learning experience of an e-sgol course. This information will be beneficial to the e-sgol coordinators of each school to understand how the students evaluate the e-sgol experience which is hosted by another school. Equally, the e-sgol coordinators of the host school will gain information on the thoughts of the students that are accessing a course provide by their school. See **appendix 1** for example of student voice questionnaire.

It is the responsibility of school hosting an e-sgol course, in collaboration with the e-sgol lead, to administer the student voice questionnaires. Host schools should keep copies of the student voice questionnaires to ensure they can address any issues arising in the responses. It is also good practice to provide feedback to students.

## 4. Attendance

Keeping a record of attendance for e-sgol lesson is useful when evaluating a pupil's overall performance of the course. It is the host school's responsibility to monitor attendance. This should be shared with the e-sgol lead if there are any concerns.

## 5. Lesson observations

All schools have their own systems to ensure that lesson observations take place on a regular basis. To ensure the quality of teaching and learning of all lessons are good within a school, it is important that collaborative provision, such as an e-sgol course, is included within these arrangements. If a teacher delivers an e-sgol course, it is **suggested** that one lesson per year observed is an e-sgol lesson. If applicable and appropriate, e-sgol can support the lesson observations by highlighting good practice and identify areas for improvement as an external and collaborative observer.

### **Estyn Best practice**

"...a few providers have agreed observation systems with teachers whereby the teacher records their online session, which they play back and analyse for themselves afterwards. The observer also watches the recording. This frees the teacher from their immediate reactions to the session and they are able to consider the session with new eyes. They may do this at the same time as the teacher or separately. The teacher and the observer then agree a mutually convenient time to discuss their observations and evaluations of the session. If possible, the observer will have completed speaking to learners and scrutinising their work prior to the online meeting with the teacher. The observer documents the professional conversation and shares it with the teacher so that the teacher can add their comments. Where the observer and teacher agree that there are innovative and effective aspects of practice, the observer places the recorded session into an electronic file in the provider's online professional development area. In this way, staff can share their practice with each other."

*Estyn: "Developments in remote and blended learning practice" March 2021*

## 6. Results

All schools analyse and report on external examination results. It is important that the same applies to collaborative provision so that retrospective judgements can be made on performance. This may be helpful in determining future provision, delivery arrangements and action planning. The e-sgol team are also required to collect results data and analyse the results. It is useful to share these results as soon as possible with the e-sgol lead of the cluster/local authority.

## 7. Collaboration

To ensure effective collaboration between e-sgol teachers, PLC (Professional Learning Community) networks will be created with teachers being invited. It is beneficial for teachers to engage with the e-sgol PLC networks and read the information on it regularly. Being part of a PLC within that group will allow good practice to be shared. This will allow teachers to actively promote and facilitate collaborative opportunities for staff, pupils, and their school both in routine aspects of learning organisation and in innovative approaches.

Collaboration through e-sgol will allow high levels of sustained professional practice embody support for emerging skills and qualities in others and benefit learners through active, purposeful, and structured contributions to the development of teachers and other staff.

Collaboration through e-sgol will foster an environment of trust and support where any areas of concern are accurately identified and examined in own and others' practice. Support is sought and offered readily, and a plan enacted to secure improved performance.

### **Estyn Best practice**

“Where staff work in teams to develop remote and blended teaching and learning courses, they are able to share responsibilities, teaching methodology, ideas, and resources. This leads in the main to online courses with greater coherence and a good balance of purposeful synchronous and asynchronous activities that promote learning.”

*Estyn: “Developments in remote and blended learning practice” March 2021*



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Appendix 1

Subject/ course Name:	Teacher/ Tutor:	Provider:	Date:
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		Strongly Agree	Agree	Disagree	Strongly Disagree
1	I enjoy being part of an e-sgol environment				
2	Teachers here help me do my best				
3	Teachers here give me work that challenges me				
4	I enjoy learning at this provider				
5	Teachers listen to what I have to say in lessons				
6	There is a respectful environment in the lessons				
7	I can collaborate online with other pupils outside of my school				
8	I can contact the teacher outside of the lesson if I do not understand				
9	The lessons provide variety, and I can work independently				
10	I am kept up to date with my progress in the course				
11	I receive useful feedback that helps me improve				
12	My work is marked regularly				

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