

Statement

This quality assurance policy outlines our belief and commitment to ensure that ongoing quality improvement is an integral part of our organisation. Winchmore Tutors Limited will aim for continuous improvement in the quality of all aspects of its work as part of its determination to help learners achieve the highest possible standards.

Safeguarding and Quality Assurance Framework

Winchmore Tutors recognises that quality assurance and safeguarding are intrinsically linked. The welfare of children and young people is paramount and all quality assurance activities will be undertaken with the primary aim of ensuring pupils are safe, supported and able to achieve positive outcomes.

This policy is informed by:

- Keeping Children Safe in Education (KCSIE) (current version).
- Alternative Provision Statutory Guidance.
- Equality Act 2010.
- SEND Code of Practice (2015).
- Health and Safety at Work Act 1974 and associated legislation.
- Working Together to Safeguard Children.
- Data Protection Act 2018 and UK GDPR.
- Winchmore Tutors Child Protection and Safeguarding Policy.
- Online Safety Policy.
- Lone Working Policy.
- Managing Allegations Against Staff Policy.
- Staff Code of Conduct.

Quality assurance processes will seek to evaluate not only educational outcomes but also safeguarding practice, pupil wellbeing, inclusion and the effectiveness of support provided to vulnerable learners.

Child-Centred Practice

All quality assurance activities will be guided by the views, experiences and outcomes of children and young people.

Particular consideration will be given to:

- The voice of the child.
- Pupil welfare and wellbeing.
- Emotional safety.
- Attendance and engagement.
- Outcomes for pupils with SEND.
- Outcomes for pupils with SEMH needs.

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- Experiences of pupils receiving Alternative Provision.
 - Equality and inclusion.

Quality assurance processes will seek to understand pupils' lived experiences and identify any barriers to learning, participation or safety.

Trauma-Informed Practice

Winchmore Tutors recognises that many pupils accessing tuition may have experienced trauma, disrupted education, adverse childhood experiences, mental health difficulties or social exclusion.

Quality assurance activities will evaluate whether provision:

- Promotes emotional safety.
- Builds positive relationships.
- Supports engagement.
- Reduces barriers to learning.
- Responds appropriately to distressed behaviour.
- Provides suitable support for vulnerable learners.

Feedback from pupils, families and professionals will be used to continually improve trauma-informed practice.

Supporting SEND and SEMH Needs

Quality assurance processes will evaluate the effectiveness of support provided to pupils with SEND and SEMH needs.

This will include monitoring:

- Use of reasonable adjustments.
- Accessibility of learning.
- Engagement and attendance.
- Pupil progress.
- Safeguarding concerns.
- Pupil voice.
- Family feedback.
- Compliance with EHCP outcomes where applicable.

Findings will inform staff training, resource allocation and service development.

Purpose

The purpose of the Quality Assurance Policy is to ensure such continuous improvement through a process of self-evaluation and action planning. The Quality Assurance Policy and associated procedures will involve all employees and. The management of the process will be through the existing organisational structure. Line managers will initiate procedures within their teams and collate and agree action plans which will help form both individual and corporate development plans.

Process

The quality assurance procedures will be founded in a process of regular self evaluation by teams in different departments, internal audits and observations, in addition to employer and client feedback.

The quality procedures will seek the views and perceptions of learners and other stake holders who receive, benefit from our tuition services.

Wherever appropriate, the procedures will promote the identification of quality standards and performance indicators against which performance can be measured, evaluated and improved.

Responsibility for Implementation

All staff are responsible for the implementation of the Quality Assurance Policy.

The Quality Manager (Laura Hunter) is responsible for an annual review of the policy.

It is the responsibility of all to engage positively in that review and ensure implementation.

Quality Assurance Focus

To encourage continuous improvement in the quality of all tuition programs.

To develop and maintain a diverse range of tuition services that will be appropriate across the entire sector.

To provide information and feedback from all interactions with our clients and learners that enables continuous updates and improvements.

To establish standards and monitoring procedures

Internal Quality Assurance for Winchmore Tutors Limited Employees

To review regularly the performance, training and needs of all employees.

To encourage continual professional development and to offer training and development to individuals from induction and throughout their employment.

To monitor and evaluate performance and developmental needs through regular one to one reviews.

Quality Assurance for Clients and Learners

Learner feedback will be sought, reviewed and acted upon when relevant to the improvement of the quality of any developmental solution.

Regular reviews with clients will provide feedback that will feed into improvements and changes to our development tools.

Feedback will be gathered from:

- Pupils.
- Parents and carers.
- Schools.
- Local authorities.
- Tutors.
- Safeguarding professionals.

Feedback will be analysed alongside attendance, safeguarding, complaints and performance data to identify strengths, weaknesses and areas for improvement.

Findings will inform:

- Service development.
- Staff training.
- Safeguarding improvements.
- Policy reviews.
- Resource allocation.
- Strategic planning.

Actions

The results of the quality control monitoring as stated above, will be used to:

- Action plan for improvement within Winchmore Tutors.
- Highlight issues that need consideration by Winchmore Tutors.
- Feedback on actions taken will be shared with employees.
- Identify new initiatives and solutions that will improve the quality of development that we bring to our clients.
- Enable Winchmore tutors to constantly review and evaluate our safeguarding practices

Performance of tuition will be managed by the below key indicators

- Engagement
- Retention, attendance, and achievement
- Progression
- Quality

These will be measured by

- Data collected from baseline and final assessments
- Attendance data
- Individual learner reports
- End of course surveys
- Parent and pupil voice
- Feedback from schools, students and tutors
- Observations of lessons

Performance of tuition will be communicated to clients and stakeholders at intervals as arranged in the initial meeting and setup stage. Reports are generated on individual cohorts for schools – for instance year groups, pupil premium students. These can be used to measure the impact of tuition against other cohorts using other interventions.

Performance of tutors will be managed by the below key indicators

Tutors will be assessed against the Winchmore Tutor Standard's which is available to tutors within their induction pack as well as discussed in their initial training.

We will use a range of evidence to judge a tutor's performance including:

- Formal and informal lesson observations
- Performance of their pupils
- Quality of online lesson summaries and individual learner reports
- Timeliness of reporting and data upload
- Parent and pupil voice

The appraisal period for tutors will run from 1st September to 31st August and appraisals are held during the summer holidays and autumn term. Performance will be reviewed and addressed on a regular basis throughout the year in termly meetings with the tutor's account manager.

Tutor's will be provided with a written report of their appraisal which will include the tutor's performance against relevant standards. An assessment of the tutor's training and development needs and a recommendation on pay progression.

If it becomes clear a tutor is having difficulties at any point during the appraisal period, they will be provided with additional support – including a meeting with their account manager, creating a performance improvement plan, new tutors may be given a mentor or coach.

The above applies to tutors that are contracted by schools, local authority and tutoring on a 1:1 or small group basis as well as those working at our camps venues.

Company performance will be managed by the below key indicators

- Achievement of company objectives for the year
- Quality of tuition
- Client retention and feedback
- Tutor retention
- Staff retention
- Student performance
- Financial performance

These will be measured by

- Number of tutors recruited and working
- Number of clients and retention rates
- Feedback scores from all stakeholders
- Comparison to industry standards
- Number of successful tuition packages completed
- Number of students making expected and above expected outcomes.
- Number of tutors placed – placement rate
- Weekly, termly, and annual hours reports

- Performance to budget, profit and loss, and cashflow

Quality assurance measures will also consider:

- Safeguarding effectiveness.
- Pupil wellbeing.
- Attendance and participation.
- Pupil voice outcomes.
- Parent/carer feedback.
- SEND and SEMH support effectiveness.
- Alternative Provision suitability.
- Behaviour and incident trends.
- Complaint outcomes.
- Staff compliance with safeguarding procedures.

Company performance will be reviewed at weekly meetings with operational staff and termly board meetings with directors. If the company has not achieved the annual company objectives a plan will be put in place by directors for the following year.

Safeguarding Auditing and Monitoring

Winchmore Tutors will undertake routine safeguarding audits to evaluate the effectiveness of safeguarding arrangements.

Audits will include review of:

- Safeguarding concerns and referrals.
- Attendance and engagement data.
- Complaints and compliments.
- Behaviour incidents.
- Low-level concerns.
- Allegations against staff.
- Online safety incidents.
- Lone-working arrangements.
- Risk assessments.
- Staff training compliance.
- Record-keeping standards.
- Alternative Provision placements.

Audit findings will be reported to senior leaders and directors and action plans developed where required.

Monitoring Safeguarding, Behaviour and Complaints

Winchmore Tutors will maintain systems for recording, monitoring and analysing:

- Safeguarding concerns.
- Child protection referrals.
- Behaviour incidents.
- Physical intervention incidents.
- Complaints.
- Online safety incidents.
- Allegations and low-level concerns.
- Attendance concerns.

Records will be reviewed regularly to identify:

- Patterns and trends.
- Emerging risks.
- Training needs.
- Service improvements.
- Areas requiring additional support.

Lessons learned will be incorporated into policy, practice and staff development.

Raising Concerns and Escalation

All staff have a responsibility to raise safeguarding concerns.

Concerns identified through quality assurance activities, audits, observations, complaints, pupil voice or incident reviews must be reported immediately through the organisation's safeguarding reporting procedures.

Concerns will be escalated to:

- Designated Safeguarding Lead (DSL).
- Deputy DSL.
- Directors where appropriate.
- Local Authority partners where required.
- LADO where allegations meet the relevant threshold.

Safeguarding concerns will always take precedence over operational or performance concerns.