



# **New Leaf Triangle Quality Assurance Policy**

## **New Leaf Triangle Mission**

### **Our Mission:**

*To use the natural environment and animals, to help children, young people and adults to learn and combat personal challenges through fun motivational activities.*

## **New Leaf Triangle Quality Assurance Policy**

New Leaf Triangle is committed to providing a high quality service to everyone who uses our services, irrespective of the type of provision delivered. As an organisation we are committed to the principle of continuous improvement, whereby we strive to ensure that not only are we providing a quality service, but that we are constantly seeking to improve standards of delivery.

Through implementation of our Quality Assurance policy, we continually monitor all elements of service delivery to ensure positive outcomes for the people using the service.

Quality Assurance is the responsibility of all employees. New Leaf Triangle believes that there is always room for improvement and that every member of staff should demonstrate a total commitment to quality and continuous improvement in every aspect of their work.

The outcome of quality assurance is instrumental in helping us to set organisational development targets, to identify and implement training plans and to make changes in policies, procedures or structures in order to effect improvement in the quality of the provision.

### **Implementation**

To implement this policy, New Leaf Triangle will:

- Actively work to involve all employees in the sharing of ownership of delivering quality
- Ensure all employees understand the organisation's mission
- Require all employees to be aware of and work to improve their skills in interacting with the people they support
- Carry out annual employee appraisals
- Carry out satisfaction surveys including people we support, parents/carers, commissioners and other stakeholders

## **Schedule of Roles and Responsibilities**

### **Directors**

- To deliver the policy – at an individual and an organisational level
- To carry out the key quality assurance procedures
- To ensure that all staff are trained and supported
- Ensure all staff understand the quality assurance policy and procedures and how it impacts on their role
- Identify training required to meet learning and development needs of staff

### **Staff**

- Actively seek support to improve the quality of their delivery and other aspects of their work
- To undertake training agreed and identified in their personal development objectives through supervisions and appraisal
- Follow agreed quality assurance procedures and engage in individual and service level reflection of practice

### **People who use our services:**

- You will be at the centre of your individual service
- You will be treated respectfully at all times
- We will support you to communicate with us in a way that suits you
- We will think about our work and check with you that you are satisfied
- If you are not happy with anything, we will listen to you and we will take action to put it right

# Quality Assurance Procedures

## Introduction

To implement our QA policy at New Leaf Triangle, we use a range of different tools and mechanisms to help us to measure quality.

These include:

- Observation of teaching and learning
- Observation of staff practice
- Appraisal and supervision processes
- Education and pastoral support processes
- Assessment procedures
- Learner feedback
- Parent/carer feedback (in children's services)
- Feedback from stakeholders including customers and partners

## Procedures

### **Observations**

All practitioners are observed at least twice a year, one of which will be a formal graded observation. Staff are given verbal feedback followed by formal written feedback. Staff receive feedback on the quality of their interactions, planning and delivery of the session. Where necessary staff receive actions for improvement based on the outcome of the observation. This is monitored through the supervision and appraisal process.

After each batch of observations, common positive themes and areas for development are identified. These themes may then form the focus of future observations.

Observers receive training and observe alongside experienced observers until competent. Observations are carried out by qualified teachers or relevant instructors. Informal supportive observations for staff development and peer observations to share good practice are encouraged and carried out as required.

### **Supervision and appraisal**

The overall aim of the supervision and appraisal process is to help improve the performance of each member of staff, through a structured process of reflection, discussion and agreed action. Each member of staff has personal development objectives which identify the training and development

they need to do their job better. It is important that the priorities or objectives for individual employees capture the needs of New Leaf Triangle.

### **Support and Supervision**

All members of staff receive formal supervision at least 3 times a year. These meetings are recorded in employee's files and actions agreed. Staff receive feedback on their daily practice including the quality of their communication skills.

### **Appraisal**

All staff receive an annual appraisal which will provide a summative account of a member of staff's performance over the previous year, an evaluation of their particular areas of strength and good practice as well as areas where improvement is required. Staff are asked to make their own self-evaluation for the appraisal. The appraisal will include targets for the next year.

### **Individual Learning Programmes**

All education programmes are quality monitored by a qualified teacher and link to the learner journey document. This explains how children can expect to start and progress at NLT and identifies future transition goals. When students arrive they undergo a 4-6 week baseline assessment period of their communication, social and emotional skills (see learning areas document). At times we may need to use BKSB to assess functional skills, where appropriate for the individual. From this we set relevant targets and monitor progress against these at least every term using a RAG rating system. This is stored on a central achievement database. Students and relevant stakeholders receive weekly formative assessment reports focusing on the student's personal achievements and areas for development relating to these individualised targets. Checks are made to ensure that objectives are SMART and they clearly focus on learning. Students and relevant stakeholders receive a summative report at the end of the academic year or at the end of the placement. Students also receive recognition of achievement certificates twice yearly. Depending on school preferences students can work towards their Maths and English goals and vocational qualifications. Each week staff can work from a theme set out in the scheme of work, where English and Maths is planned and embedded.

### **Pastoral support**

Students are assigned a key worker when they arrive and have an induction to the centre. They receive our student handbook and an accessible safeguarding policy. Students are consulted on a range of topics, such as how they wish to receive information and share their views, equality and diversity at NLT, antibullying, mental health awareness, our safeguarding procedures and their own learning programme. Students work with their key worker to complete a learning activity bank within the first half term. This is where their activity options are written down and linked to their personal targets so that every activity is about learning, not just doing. Students work with their key worker at least weekly and meet with them for a tutorial every half term. As part of this tutorial the students are able to self-assess their progress against current targets and help to set

new targets. They also have the opportunity to discuss their likes and dislikes on a range of issues. A teacher will read each personal tutorial to determine where additional pastoral support may be necessary, such as activity changes or support with wellbeing. Student focus groups are held each term to discuss student progress and areas of concern with the supporting staff team. Some students may require positive behaviour support plans and additional risk assessments.

### **Assessment procedures**

Staff are adequately trained and observed before becoming assessors. Only staff with the relevant qualifications or experience at a high enough level assess student's learning formally. At New Leaf Triangle, we expect staff to have the level above which they are teaching or substantial industry experience.

Internal verifier quality assurance observations are carried out termly by a trained and experienced internal verifier. This is in addition to the teaching observations discussed above. These processes allow us to ensure that assessment is fair and standardised. All observations are moderated by at least two members of the director team. Standardisation meetings occur termly with the assessors. Portfolio sampling of each portfolio occurs once per term by an IV.

### **Learner satisfaction surveys**

All learners complete a satisfaction survey annually. This is presented in a format suitable for the individual and learners who need assistance are supported by an independent person where possible. The results of the survey are collated and fed back to learners in an accessible format. They are used to drive improvements.

### **Person centred annual reviews**

New Leaf staff attend reviews conducted by Schools and colleges where long term goals are adjusted where necessary and clear actions are agreed with the students, parents other providers and stakeholders.

### **Stakeholder feedback**

Feedback from customers and other stakeholders is gathered through customer surveys. In addition, parents receive a parent pack at the start of the placement that contains the safeguarding policy, professional conduct policy, complaints policy, accessible safeguarding policy for children and young people, consent forms for using photos and videos, consent form to ride horses, term dates and feedback form for parents and students if they attended the provision last year.

### **Attendance**

Attendance is recorded for all sessions and sent to the local authority or school/college as agreed.

## **Delivering Open Awards qualifications**

### **Assessment and storage of assessment materials**

All assessments must be taken in appropriate and controlled environments.

All Functional Skills assessments must be subject to 1:1 invigilation, except Speaking Listening and Communicating assessments which require groups of 3 or 4 learners.

Assessment material will be stored offsite at the New Leaf Triangle office. When onsite it will be locked within the cupboard of the first log cabin at site 1 until the assessment begins.

All assessment documentation and recordings will be provided to Open Awards promptly.

### **Invigilation**

Invigilators will not carry out any other tasks during the assessment.

All invigilators are trained on remote invigilation before invigilating the first time.

All invigilators complete refresher training on remote invigilation every 18 months.

All invigilators have direct access to the required technology and resources.

Invigilators undertake identity and assessment room checks before the assessment starts.

### **Remote Assessment**

Each learner to be provided with Instructions for Learners as soon as their assessment has been scheduled.

Learners to have direct access to the required technology and resources, including stable and suitable internet connection.

Reasonable adjustments are requested in line with Open Awards Reasonable Adjustments and Special Considerations Policy and Procedures.

### **Appeals**

Learners may wish to appeal the result of their assessment. This can be done through contacting either Lorraine Shaw or Carly Steel in the learner's preferred communication method. We will investigate the appeal, which will include meeting with the learner and parents/carers where appropriate within 7 days of it being raised. A final result of the appeal will be communicated within 7 days of this meeting.

If the appeal is upheld, New Leaf Triangle will contact Open Awards promptly to arrange the next steps. If the appeal is not upheld then learners can be supported to take this further to the external verifiers at Open Awards.

### **Malpractice and Maladministration**

Allegations of learner, invigilator or centre malpractice and/or maladministration to be investigated internally in a timely manner and escalated to Open Awards as necessary. Learners should report concerns to an executive director at New Leaf Triangle; Lorraine Squires Shaw, Carly Steel or Troy Shaw.

### **Distribution of Certificates to Learners**

Learners will receive certificates for completed courses, either paper based or electronically. These will be given to students onsite within 5 days of NLT receiving them. If the student is unable to collect the certificate onsite these will be posted out to their address.

### **Withdrawal from a qualification**

If a learner withdraws from a course, we will accredit single units that have been achieved. Alternatively we can look to transfer these credits to a different course where possible. We will support learners to understand the reasons for withdrawal to enable them to continue where possible. We will also support them to find a suitable preferred alternative through advice and guidance.

*Written by Lorraine Squires Shaw and Carly Steel, Executive Directors*

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