

We are an ambitious and inclusive Trust of schools  
strengthening communities through excellent education.

**Ted**  
**Wragg** TRUST



# Quality Assurance Policy

**Responsibility for approval:** Ted Wragg teacher Training Strategic Board  
Approved July 24  
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## 1.0 Policy Statement

- 1.1. Our Mission: We prepare teachers who will be equipped to join our school communities and make the world a better place for our young people.
- 1.2. Our Commitment: Our training prepares teachers to be resilient, inspiring professionals equipped to have a long-term impact on the children in the diverse communities we serve.
- 1.3. How we do it: We integrate school-based deliberate practice with evidence-informed learning to develop practitioners driven by inclusion and social justice for young people.

## 2.0 Scope and Purpose

- 2.1 This policy outlines the SCITT's approach to quality assurance, to assure and ensure that trainee teachers on our programmes receive high quality training that enables them to succeed and enter the profession as committed, resilient professionals. This policy ensures that our partnership monitors, evaluates and moderates all aspects of our provision rigorously and focuses our work on securing improvements in the quality of training and assessment of trainees.
- 2.2 The policy covers the work of all Training Partners in the Ted Wragg Teacher Training Partnership.

## 3.0 Definition

- 3.1 For the purpose of this document:
  - Ted Wragg Teacher Training Partnership, and 'the partnership' refers to the SCITT and its Training Partners in ITT delivery.

## 4.0 Legal Framework

- 4.1 This Policy will be shared with Training Partners and will be included in the SCITT's Policy Monitoring Schedule.
- 4.2 This policy is written to ensure compliance with the Department for Education's Initial Teacher Training Criteria and Supporting Advice, specifically items 3.1-3.4.

## 5.0 Roles and Responsibilities

- 5.1 A range of people across the Ted Wragg Teacher Training Partnership have responsibility for quality assuring our provision. These include:
  - **SCITT Director** – The SCITT Director retains oversight of the programmes under the Ted Wragg Teacher Training Partnership programmes.
  - **Training Partner Directors** – Training Partner Directors have oversight of the programmes running in their setting.
  - **Lead Mentors/Lead Subject Mentors** – These Lead Mentors (who are also in some settings the Training Partner Director) play a part in our quality assurance of mentoring and assessment.
  - **Learner & Partner Experience Sub-Group** – this body supports and challenges

the SCITT to ensure trainees and partner schools have a positive experience and is comprised of members from Training Partners, schools and trainee representatives.

- **Curriculum & Assessment Sub-Group** – this body supports and challenges the SCITT to ensure our curriculum and assessment procedures are conducted appropriately and is comprised of members from Training Partners, schools and our partner higher education institution.
- **Strategic Board** – this body has oversight of our vision, strategy, finance and quality assurance.
- **The Ted Wragg Teacher Training Partnership** – this umbrella organisation supports the SCITT on its continuous improvement journey
- **External Moderator** – annual visits from our external moderator ensure our recommendations for QTS are consistent with national standard.

## 6.0 Framework

6.1 As the accredited provider for our partnership, Ted Wragg Teacher Training is responsible for ensuring the effective operation of the training programmes. To do this, we have devised a framework of quality requirements that enable us to measure the success of our work. These include:

- **The Initial Teacher Training Criteria and Supporting Advice (2024)** – this document provides a baseline of requirements our programmes must meet to remain compliant with Department for Education mandatory guidance.
- **Our Common Core** – the Ted Wragg Teacher Training Partnership has agreed a Common Core for curriculum, assessment and recruitment which provides us with measurable benchmarks for consistency.
- **Our Standard Operating Procedures** – These SOPs provide us with an agreed implementation plan for curriculum, assessment and recruitment with measurable consistencies.
- **Our SCITT Improvement Plan** – Together we draft an improvement plan with key performance indicators drawn from our quality assurance of the Common Core and ITT Criteria Compliance.

## 7.0 Processes and Tools

7.1 **Curriculum** – Ted Wragg Teacher Training is responsible for the quality and fidelity of curriculum delivery to trainees in all settings within our partnership. To enable this, the partnership has worked together to devise:

- **A Core Knowledge Curriculum** which is mapped against the ITTECF and spells out the Core that all Ted Wragg Teacher Training Partnership programmes will cover. Training Partners retain the autonomy to enhance and contextualise this core.
- **A Core Subject Knowledge Curriculum** which ensures training is designed around subject and phase. Training Partners retain flexibilities in how they

implement delivery of this core to suit contextual need.

- **Standard Operating Procedures** which exemplify the Core Curriculums in implementation and form a measurable set of procedures to ensure consistency and equity in delivery, including the expertise of mentors and lead mentors involved in delivery.

7.2 **Assessment** - Ted Wragg Teacher Training is responsible for the quality, reliability and validity of end of course summative assessments, which are informed by regular formative assessment over the year. To support us we have worked together to devise:

- **An End of Phase Review Matrix** which provides us with a benchmark for trainee progress through our curriculum phases.
- **End of Phase Review Prompts** which support us to consistently probe and challenge End of Phase Assessments across the partnership.
- **Standard Operating Procedures** which exemplify the processes for End of Phase Reviews to ensure consistency across the partnership, allowing us to moderate and respond to trainee need with reliability.
- **Rapid Action Plan Procedures** shared across the partnership to allow us to support trainees to address any shortfalls in their own progress.

7.3 **Recruitment** – Ted Wragg Teacher Training Partnership is responsible for ensuring that all applicants are treated fairly through the application and recruitment process and that the partnership recruits’ applicants who are suitable for the profession. To do this we have devised:

- A Recruitment Policy outlining our core approach
- Standard Operating Procedures for recruitment.

7.4 **Compliance** – Ted Wragg Teacher Training is responsible for ensuring that all programmes in the partnership are compliant with the DfE ITT Criteria and with all current legislation relevant to ITT. To do this we have worked together to agree:

- **An ITT Compliance Audit** which provides a termly audit of each programme’s compliance with the Criteria and legislation.
- **A Single Central Register audit** process to ensure our commitment to safer recruitment is met.
- **A SCITT Health Check** process that tracks our compliance and continuous improvement processes for Strategic Board.
- **A Continuous Improvement Business Cycle** that ensures Training Partners and governors have all of the information they need to support and challenge each other to continuously improve.

7.5 This combination of an agreed Framework and Tools for consistent implementation allow us to ensure trainees across our partnership experience an equitable core experience that we can measure to drive our continuous improvement.

## 8.0 Business Cycle for Continuous Improvement

8.1 As the accredited provider, the SCITT ensures the robust arrangements are in place to facilitate the effective operating of all of our training programmes. Our partnership believes that we are stronger together and that positive collaboration supports us all to improve. Our Continuous Improvement/Quality Assurance Business Cycle is as follows:

		Quality Assurance	
		Our approach	
Continuous Improvement	Lead Partner	What are we monitoring?	How do we do it?
		Trainee Progress towards Qualified Teacher Status	Standardised End of Phase Reviews using our shared Assessment Matrix
		Quality of Curriculum Delivery in our different components	Briefs and SOPs for Guest Speakers Lead Mentor Training and SOPs Quality Assurance visits to training sessions
		Impact of our Curriculum	Analysis of Assessment Matrix outcomes at End of Phase Reviews Trainee Voice
	Cross Partnership	Rigour of our Assessment towards Qualified Teacher Status	End of Phase Review Board at C&A sub-group Moderation visits – SCITT Director
		How well we are meeting our shared goals	
		Partner Compliance with ITT Criteria	End of Phase Review meetings with SCITT Director
	External Moderation	Programme Compliance with ITT Criteria	Interim Moderation visit after End of Phase Review 1
		Rigour of training and assessment	Final Moderation visit after End of Phase Review 3
		Recommendations for QTS at national standard	

## 9.0 SCITT Review Process

9.1 Annually the partnership works with colleagues from the Ted Wragg Institute on a SCITT Review Process. This is a three-day review in which a team from the Ted Wragg Institute, plus external consultant colleagues with ITT expertise, review our current provision and provide a friendly but ‘external’ eye over our programme. During the review, the SCITT Director, Training Partner Directors and Lead Mentors will all have the opportunity to seek support and challenge on their programmes, their compliance and how they meet our agreed Common Core. The findings of the Review, along with our External Moderator’s report, help to inform our improvement plan for the following year.

## 10.0 Continuous Improvement

10.1 Our Quality Assurance processes and Business Cycle provide us with rich data and powerful processes to drive equity in delivery of our Common Core. But our positive collaboration aims to drive us beyond 'compliance' and provide opportunities for continuous improvement. These opportunities ensure the partnership is productive, fruitful and inspiring, and form a key part of the CPD provided to leaders within our SCITT. These opportunities include:

- Collaboration at sub-group level, sharing best practice and problem-solving together Shared resources and materials through our Training Partner Director Google Classroom Planning working parties to review our curriculum
- Visits to each other's settings to share ideas and understand one another better
- Opportunities to innovate and look outward to ensure our programmes are contextually relevant but also inspired by fresh thinking.