



# **St. Joseph's Catholic Primary School**

## **Quality Assurance Policy at St. Joseph's Catholic School for students and trainees**

<b>Approved by:</b>	Governing Body	<b>Date:</b> Nov 2018
<b>Last reviewed on:</b>	Nov 2018	
<b>Next review due by:</b>	2021	

St Joseph's Catholic Primary School fully recognises its responsibilities when accepting an offer to train Student Teachers or provide Work Experience to students.

The Quality Assurance Policy provides an overview to trainees and visitors about the standard of care and support they can expect from St Joseph's Catholic School.

The objectives which underpin the policy are:

1. To develop a full understanding of the needs of the trainees who come into our care and guidance.
2. To work in close co-operation with trainees, Secondary Schools, ITE (Initial Training Education), Link Tutors and External Examiners to provide the appropriate level of quality in the introduction of the trainee to a career in education.
3. Actively to seek student feedback and to use this as a format for continuous assessment and improvement.
4. To develop the potential of our teachers to ensure all members of staff are capable of undertaking the role of leading a trainee in their class in a safe and responsible manner, in accordance with the School's Health and Safety Policy.

St Joseph's Catholic School, is fully committed to delivering the objectives of this quality policy statement within all its activities and work undertaken by the school.

The school is committed to equal opportunities across all areas of inequality. Students and tutors need to recognise the Catholic nature of the community and be willing to work in sympathy with its ethos as embodied in the school Mission Statement (Appendix One).

Achievement of the policy aims involves all staff, but a particular duty lies on individuals who are responsible for the training of students, and on individual teachers who are entrusted with students resulting in a continually improving working environment for all.

## **Induction**

The Headteacher has a responsibility for ensuring that there is an induction for each trainee. With the partnership of the Associate tutor, both have the responsibility to ensure that each student feels welcomed and well informed about the history and diversity of the school, the expectations of the trainee and the standards and school policies that need to be adhered to whilst on their training program.

This formal induction must cover relevant health and safety matters as well as an introduction to the school safeguarding policy. The staff handbook should be used as the framework for this induction meeting.

The Headteacher will also explain how a student may express concerns about their treatment by staff members or possible lack of support. Once the channels of Class Teacher Mentor, Associate Tutor, Link Tutor and Headteacher have been exhausted the school whistleblowing policy may be evoked.

## **Student Teachers**

A further induction will be undertaken by the school Associate Tutor to induct the student into the school /college relations and systems of support to the student.

Assessment of student teachers against the standards provided by the ITE takes place in a formal observation every week. The observation is undertaken by the Class Teacher Mentor, Link Tutor or Associate Tutor. Thorough feedback is given to the student teacher with targets set and monitored through the following week. The student may expect on-going formative feedback throughout the week from their class mentor and other members of the school community, though such feedback will be informal and not recorded.

## **Formal Observation**

A formal observation is there not to prove but improve.

As an Associate Partnership School (AP), we will work with the ITE and work in a collaborative role in the supervision and mentoring of students. The Associate Tutor will be responsible for supporting the Class Teacher Mentor in the supervision of the student teacher. There is a Link Tutor attached to the school who will deliver the INSET at the start of the practice and takes two further visits during the students school experience. In partnership, all work towards the supervision and assessment of the student teacher.

During a formal observation the observer will need access to the student teacher's file, to observe the student teacher in a small group or whole class situation and be aware of the targets that the student teacher needs to meet.

For the benefit of the student teacher's progression there must be an in depth feedback from the observer where strengths are to be celebrated and areas of improvement need to be addressed and set as future areas of development.

### **Under-performance**

If at any stage the Class Teacher Mentor feels that their student teacher is not meeting the Professional Standards or addressing the set targets, there will be an initial discussion between the Class Teacher Mentor and Associate Tutor.

The Associate Tutor will talk to the student teacher to help them meet the targets. If there is no significant improvement, the Associate Teacher will contact and work with the Link Tutor. A Cause for Concern form will be sent to the ITE where a decision will be made as to whether an External Moderator will visit to meet with all the mentors involved and make a final grade judgement.

### **Early completion**

Should at any stage a student teacher feel the need to leave their teaching practice experience, a discussion with the student, the link tutor, the associate teacher and class teacher mentor will be arranged. Through this discussion there will be support and help of the student teacher as they progress on to the next step of their future career.

### **Quality Assurance**

It is the role of the Associate Tutor to monitor the class teacher mentor to ensure that adequate care guidance and support is being offered to the student on placement.

## **Work Experience Students**

It is the responsibility of the student requiring Work Experience to approach the school with their request. They will need to make an appointment with the Headteacher or the Deputy Headteacher to discuss what they would like to gain from their experience at St Joseph's school. Only those students showing a genuine interest in education /child care careers will be accepted.

Pupils are welcome from the surrounding secondary schools. Students who attended St Joseph's as pupils, are discouraged from applying as the familiarity with the work setting negates the benefit of the experience.

Before the student arrives to the school, the secondary partner must ascertain that we are a safe environment for their student to be placed in. Normally a form from the secondary school will be sent to St Josephs for completion by the Headteacher or the Deputy Headteacher. This form includes hours of work, Health and Safety assurances, Insurance policy numbers etc. This must be returned to the secondary school before the start of the experience.

While on the Work Experience, the student will be directed by their class teacher to meet their school requirements. There are no formal observations. A written report at the end of the practice that can be completed by the class teacher, Deputy Headteacher or the Headteacher.

Tutors from the secondary school are welcome to work in partnership with St Joseph's to ensure that the student is doing what is expected of them and standards are made and kept.

**LOVE**

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**LEARN**

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**BELIEVE**

**St. Joseph's Catholic Primary School  
builds God's kingdom here and now by  
being:**

□ **A welcoming school,**

where everyone cares for and respects each other.

□ **A learning school,**

which inspires creativity and challenges through guidance and encouragement all members of the community to learn and aim to be the best they can be.

□ **A vibrant school,**

which celebrates its variety and creativity and seeks to meet the needs of each person by working together in this ever changing world.

□ **A holy school,**

where prayer and worship are valued and we the community serve as a living witness to the Gospel of Jesus Christ.

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