



**The Bay
Academy**

Policy No.: TBA018

**POLICY FOR THE EVALUATION,
MONITORING AND REPORTING ON
THE QUALITY OF
TEACHING AND LEARNING**

1. Purpose

To establish a coherent system for evaluating and continuously improving the quality of teaching, learning and assessment, ensuring compliance with CAPS/NSC requirements and readiness for external quality assurance.

2. Scope

Covers lesson delivery, curriculum coverage, assessment practices, learner outcomes, classroom culture, inclusion, safety, and academic integrity across all subjects and grades.

3. Quality Standards

- **Curriculum Coverage:** ≥95% of ATP taught per subject per term, evidenced in trackers and lesson plans.
- **Assessment Quality:** All formal tasks pre-moderated by peers or external subject specialists; reliability and validity checks; marking quality ≥90% agreement on moderation samples.
- **Teaching Practice:** Lessons display clear objectives, checks for understanding, differentiation, and appropriate use of LTSM and technology.
- **Learner Experience:** Safe, orderly, inclusive classrooms; timely feedback; learner voice channels.
- **Results & Progress:** Cohort and subgroup progress consistent with historical trends and national norms; interventions triggered for deviations.

4. Roles & Responsibilities

- **Principal:** Overall accountability; presents quarterly quality report to Board/Owner.
- **Head of Academics:** Leads T&L Quality Cycle; compiles termly dashboard and improvement plans; oversees audits.
- **Senior Subject Teachers:** Conduct observations, book looks, moderation, coverage checks; coach teachers; maintain subject QA files.
- **Teachers:** Maintain class files, implement feedback, track learner progress, and report to parents per schedule.
- **SBST:** Monitors accommodations and intervention impact; escalates high-risk cases.
- **Exams/Assessment Officer:** Ensures assessment integrity and records management.

5. Evaluation & Monitoring Instruments

1. **Lesson Observations** (announced 1× and unannounced; 1× per term): using Lesson Observation Template with rubric focusing on planning, pedagogy, inclusion, assessment for learning, and classroom climate.
2. **Book/Folder Looks** (termly): sampling across grades for coverage, feedback quality, and alignment to rubrics.
3. **Assessment Moderation:** pre- and post-moderation using moderation tools and double-marking samples where needed.

4. **Data Dashboards** (termly): attendance, coverage, SBA completion, marks distributions, progression/promotion risk, and subgroup analyses.
5. **Learner & Parent Feedback** (annual + pulse checks): short surveys; learner focus groups; class climate checks 2× per annum.
6. **Professional Conversations & Coaching**: post-observation feedback within 5 school days; coaching cycles recorded.
7. **Safety & Integrity Checks**: lab/ workshop audits; plagiarism/originality monitoring; exam/assessment security logs.

6. Reporting & Escalation

- **Teacher Level:** Weekly trackers; termly self-reflection; communicate progress to parents per reporting calendar.
- **SMT Level:** Termly **Teaching & Learning Quality Report** to Principal & Board/Owner including risks, interventions and resourcing requests.
- **Escalation:** Red flags (coverage <85%, assessment non-compliance, unsafe practice) → Immediate corrective action plan within 5 school days and fortnightly monitoring until resolved.

7. Continuous Improvement Cycle (PDCA)

- **Plan:** Set targets; approve intervention plans based on data and moderation findings.
- **Do:** Implement teaching adjustments, tutoring, timetable tweaks, LTSM supports.
- **Check:** Compare results vs targets; review moderation variances and stakeholder feedback.
- **Act:** Update programmes, provide CPD, adjust resources; capture lessons learned.

8. Professional Development (CPD)

- Annual CPD plan aligned to observed needs and strategic goals; minimum CPD hours per teacher; record on Annual Professional Skills Plan.
- Topics include curriculum updates, inclusive strategies, assessment literacy, classroom management, and appropriate use of AI/digital tools.

9. Calendaring (Minimum Standards)

- Observation windows: Weeks 3–6 and 8–10 each term.
- Moderation: Pre- (≥5 school days before); Post- (≤10 school days after marking).
- Data reviews: End of each term; promotion/progression meetings per assessment schedule.

10. Documentation & Evidence Management

- Subject and class files maintained per checklist; electronic copies stored on the LMS/staff drive with controlled access.
- Assessment papers, learner profiles and mark sheets stored securely with access logs; retention per national guidelines.

11. Risk Register & Mitigation

- Risks (coverage slippage, assessment irregularities, absenteeism spikes, resourcing gaps) logged on TLA-RR-01 with owners, timelines and status.
- High risks reported to Principal within 24 hours and to Board/Owner at the next meeting.

12. Communication with Stakeholders

- Parents receive termly academic reports and scheduled feedback meetings; urgent concerns communicated within 5 school days.
- Annual quality summary shared with community; sensitive staff data handled confidentially.

13. Review

- Annual audit of the T&L Quality System by SMT; findings lead to updates of both 3.9.1 and 3.9.2 policies and associated templates.

POLICY TRACKING AND REVIEW RECORD

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