



Date of Latest Update: Aug. 2025

Date of Next Update: Aug. 2026

Quality Assurance Policy

1. Overview

Oaks Rise is a comparatively new provision, having opened its doors in October 2023. As such, quality assurance assessment / review / recommendations will be set within the context of the length of time that Oaks Rise has been operational, recognising that in the early stages, the focus will be on understanding learners' needs and strengths; setting and adjusting the curriculum; understanding and supporting staff training and development and; modifying the physical learning environment. The process of reflecting upon, adjusting and trialling what we offer and how we work will be in place for at the first two academic years - until July 2025. At present, we have two very different groups of learners in the morning and afternoon. Each group requires a unique and different approach in terms of structure, engagement, objectives and support. The quality assurance process will reflect these differences.

2. Purpose

This policy sets out how Oaks Rise will assess:

- Whether the intended ethos is being reflected in the provision offered;
- Whether the current provision meets the needs of its learners;
- Whether there is a need for provision to be adjusted so it better meets the needs of learners or whether Oaks Rise should be adjusting admissions criteria so that learners who attend are those who would most benefit from the provision offered.

3. Scope

The following areas of Oaks Rise's provision will be subject to quality assurance:

- The setting environment, with consideration of sensory aspects, to determine whether or not these are supportive of learners' needs.
- How learning facilitation is planned and delivered, and whether this upholds the aims of the Oaks Rise teaching and learning policy, in particular The Oaks Rise curriculum, which is made up of three main pillars: Academics; PSHE/Wellbeing and; Collaboration. Quality assurance should enable the Oaks Rise team to assess its success relative to

these three pillars, by answering the following questions in relation to both ethos and practice:

- Is each pillar clearly visible?
- Is the interconnectedness between each pillar evident?
- Does each pillar carry equal/appropriate weight?
- This will be achieved by assessing:
 - The effectiveness of learning in ensuring that learners are **motivated** to engage in learning.
 - The effectiveness of learning in ensuring that learners **feel satisfied** by their learning experience, promoting a growth in self-awareness, self-esteem and self-confidence.
 - How well learners' academic needs are **assessed** (formative and summative) and how this assessment feeds into learning objectives for learners.
 - How **core skills** in English, Maths and Science are embedded into the curriculum.
 - Whether **learning objectives** are aspirational, realistic, achievable, and linked to qualifications/preparation for qualifications where appropriate.
 - How learners are supported to **take risks** and a culture of healthy mistake making is encouraged.
 - The development of learners' ability to **work alongside or collaboratively** with peers.
 - The development of **personalised strategies for learners** to develop their knowledge, skills, engagement, self-confidence and self-esteem around learning.
 - The **well-being** of learners, assessing and supporting their needs in the following areas:
 - Sensory sensitivities and regulation
 - Social communication preferences and needs
 - Expressive and receptive communication, including access to alternative and augmentative communication as needed
 - Mental health and emotional well-being
 - Engagement and enjoyment in learning
 - Being safe and healthy
 - Developing independence skills
- The planning, implementation and success of the low demand approach used at Oaks Rise
- How Oaks Rise is developing as a cohesive community, in relation to staff, learner and parent-carer well-being. This should include how respect, tolerance, perspective taking, empathy, and compromise are embedded into everyday life at Oaks Rise, and how conflict is proactively managed.
- How a neuro-affirmative ethos is embedded in practice, including how neurodivergent strengths are recognised and celebrated.
- Engagement of parent-carers in the following areas:
 - Communication between home and Oaks Rise around learning progress and well-being

- How and when key information is disseminated to parent-carers about their child
- How parent-carer views are gathered.
- How a collaborative approach with parent-carers is ensured, so that their views are recognised as important and fed back into provision.
- Support given to parents when liaising with other professionals, including other education settings their child may attend.
- 'Entry and exit' procedures for Oaks Rise learners, in particular:
 - How transition into Oaks Rise is organised, planned and implemented
 - How Oaks Rise supports and prepares learners when moving onto a new provision or setting, to maximise the chance of success. (This may include leaving Oaks Rise entirely, or remaining at Oaks Rise part time, and attending another setting part time.)
 - The involvement of all stakeholders in this: learners, parent-carers, Oaks Rise staff, other professionals, staff from the entry or exit setting.
 - How entry and exit information gathered is collated and shared
 - The effectiveness of Oaks Rise entry and exit procedures in ensuring smooth transition between settings.
- Recruitment and induction of new staff - how this ensures that staff are suitably well qualified and experienced, so that consistency of approach is ensured.
- Continuing professional development (CPD) of staff:
 - Opportunities for staff self-reflection and self-evaluation, in particular that staff are given the structures and support to reflect on what's going well, as well as any areas for development.
 - Good or outstanding practice is recognised, disseminated, and embedded into the ethos and practice at Oaks Rise, so, expertise is grown within the provision.
 - Identification of training needs
 - Delivery of training to staff, including quality and effectiveness of training
 - Regular CPD for all staff around safeguarding, health and safety procedures, and equal opportunities
- How any inconsistencies or areas for concern are addressed, supported and reviewed, through a 'plan, do, assess, review' cycle.
- The relationship between directors and teaching staff - how effective supportive is this and how clear are the roles and responsibilities?
- How Oaks Rise links with other professionals, to ensure a holistic approach to a learner's needs.
- How Oaks Rise ensures the provision they offer is progressive, and relates to up-to-date thinking, and current research around neurodivergence. This should include how new ideas, or current outstanding practice, become embedded in practice through a 'plan, do, assess, review' cycle.
- How Oaks Rise ensures that their safeguarding and equal opportunities policies are of high standard and are embedded in practice.

4. Method

Data will be gathered via:

- Direct observation of staff and learners
- Reflective staff supervision
- Staff self-evaluation
- Directors' feedback
- Oaks Rise performance management system
- Oaks Rise's internal assessment of its teaching and learning with consideration given to how effective are current processes for continually and dynamically assessing, evaluating, and adjusting the ethos and practice.
- Parental feedback, including:
 - Parent surveys
 - Scrutiny of communication with parent-carers
 - Discussion with individual parent-carers
- Learner feedback, including:
 - Learner surveys
 - Informal feedback
 - 'Learner voice' activities with individual learners
- Scrutiny of learning, including:
 - A 'deep dive' into learners' projects, focusing on one to two learners per term
 - Reviewing assessment records and objective setting
- Review of policies

5. Dissemination

- The independent advisory teacher will quality assure Oaks Rise on a termly basis, by collecting and collating a mixture of the above data. This will include at least one observation (morning and afternoon session) of teaching and learning at Oaks Rise.
- This should include a particular focus around one area to be quality assured, per term. The area of focus should be discussed and decided upon collaboratively between the independent advisory teacher, Oaks Rise teaching staff and Directors.
- The independent advisory teacher will submit a termly report reflecting their findings,
- This will be presented to the Oaks Rise management team both verbally and in a written form.
- The independent advisory teacher will meet with Oaks Rise teaching staff at least termly, to offer feedback from observation and information gathering, and a reflective space in which to discuss policy and practice.
- Where training needs, inconsistencies, concerns, or areas for development are identified, the independent advisory teacher will make recommendations around next steps needed. This may include setting of objectives, further observations and reviews, using a 'plan, do, assess, review' cycle.