

The Quality Framework Award

The National Resource Centre for Supplementary Education (NRCSE) has developed a national award scheme for supplementary schools called 'The Quality Framework. This is a voluntary quality recognition scheme, which is independent and peer-assessed and self-regulated. It is run for and by supplementary schools and those who support them. It aims to recognize, celebrate, record and improve the achievements of supplementary schools.

Supplementary schools can gain a Quality Framework Award at bronze, silver or gold levels. These levels cover teaching and learning, governance and community engagement. Schools must complete the bronze level first to demonstrate that they have essential management and safeguarding procedures in place. There is also a Special Distinction Award for schools that are disseminating good practice with other supplementary schools.

The Quality Framework Scheme was officially launched in Milton Keynes in 2011. Milton Keynes Council's EMA Network has two trained quality framework mentors working with supplementary schools to build the required portfolio of evidence to achieve the awards.

Overview of the Quality Framework standards

Bronze Award Standards

The bronze award shows that a supplementary school has all the basic policies and procedures in place to run safely and effectively. You must achieve the bronze level before you can progress to the silver, gold and special distinction levels.

Check list:

1. Statement of aims
2. List of management committee
3. Equal opportunities statement
4. List of staff and volunteers
5. Job descriptions and role descriptions
6. Staffing and volunteer policy
7. Child protection policy
8. Risk assessments
9. Registered Charity Status (desirable)
10. DBS checks
11. Health and safety policy
12. Offsite procedures
13. Registration form for children
14. Registers of attendance
15. Financial rules
16. Petty cash rules
17. Accounts
18. Relevant Certificate of Insurance

Silver Award Standards

- The supplementary school has created a **well-organised environment** in which everyone can work comfortably and has **clear expectations of behaviour** that fosters **good relationships** and supports learning.
- Teachers know what children have previously learnt and have **guidelines** on what to teach.
- There are **simple records** of what children have successfully learnt.
- There are **adequate** teaching resources for the teacher and the learners.
- The supplementary school knows about **other local provision**, and knows why its work is needed.
- The supplementary school regularly **consults** with parents and students, and **is developing its programme** accordingly.

Gold Award Standards

- **Routines and procedures** encourage good relationships and high expectations of standards of behaviour.
- There is a clear **programme of study**, and sessions are carefully planned. Teachers know how children learn and how to **engage them creatively**.
- Teachers assess and record children's **needs, progress and performance**
- Teachers and learners have a **choice** of diverse resources, which support **different learning styles**.
- The school works **in partnership** with one or two other organisations.
- The supplementary school has an **annual cycle** of ongoing monitoring, evaluation and planning, **involving everyone**.
- There is **induction, support and training** for staff and volunteers
- There is **induction, support and training in safety and safeguarding** for staff and volunteers
- The management committee agrees an **annual budget** and **monitors the use of funding** regularly throughout the year.

Special Distinction Standards

- Pupils, parents, teachers and volunteers have clear **roles and responsibilities** in creating an environment conducive to learning that promotes positive behaviour and excellent relationships. Children and young people take **significant responsibility** for their **own and each other's** learning.
- The curriculum is **well matched** to pupils' needs, and teachers engage, develop and **extend** pupils' interests. Teachers are well informed about their subject, levels of achievement, and **learning theories**.
- Clear, specific and assessed **targets** are set for **individuals and groups**. Achievement is **recorded and celebrated**.
- Teachers use a **wide range** of diverse resources to **extend** children's experience and support their learning.

- There is a business planning **process**, which is geared to setting **objectives and standards**.
- The supplementary school works with a **range of partners** from the statutory and voluntary sectors, and its staff and volunteers help to **disseminate good practice** in supplementary education.
- **Evaluation**, involving young people and parents, and based on best practice in other supplementary schools, **leads to targets for improvement** being set and feeds into the **development planning process**.
- Staff supervision feeds into a **staff development and training plan**.
- Policies are **monitored, annually reviewed, and sanctioned** by the management committee.
- The management committee agrees and implements **fundraising strategies**, which are **linked to the business planning process**, and **successfully raises funds**.

Want to find out more about the Quality Framework?

Contact EMA Network

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