

# Quality Assurance Policy

Seven Springs Education



**Seven Springs  
Education**

**Approved by:**

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## 1. Introduction

This policy outlines the procedures that Seven Springs Education follows to monitor and assess the quality of tuition provided to students, parents and schools. We are passionate about delivering high quality online education that prioritises students' welfare and academic development. To ensure students, parents and schools receive a consistently valuable service, we closely monitor and evaluate our tutors' performance and students' attendance and performance.

This policy provides detailed information about:

1. How we conduct safeguarding spot checks.
2. How we monitor and evaluate tutors' performances and provide ways for them to improve.
3. How we monitor and evaluate students' attendance and performance, and ways that we can help them to improve.

## 2. Safeguarding Spot Checks

A safeguarding spot check audit will be performed a minimum of 1 session per tutor per quarter and, detailing any safeguarding concerns raised and actions in line with our safeguarding reporting processes. Safeguarding spot checks include checks of class recordings, chat logs, and Spring feedback.

The DSL or Deputy DSL will be involved in performing these spot checks. Spot checks will usually coincide with a tutor's quarterly performance review.

Refer to Appendix 14 for full guidance for assessors.

## 3. Monitoring and Evaluating Tutors' Performance

All tutors teaching with Seven Springs Education receive quarterly performance reviews. The information below explains in detail how these reviews are conducted, the criteria used to assess a tutors' teaching quality and ways we support them to improve their performance.

### **A) Areas of Evaluation**

#### 1) Safeguarding Knowledge

Seven Springs Education takes safeguarding very seriously. Tutors' knowledge of safeguarding concerns, their safeguarding duties and safeguarding procedures will be assessed. Their completion of continuous safeguarding training and engagement with updated safeguarding documents and training materials will also be assessed.

**See Appendix 13 for assessment criteria for tutors' safeguarding knowledge.**

#### 2) Students' learning

Tutors will be evaluated on the impact of their teaching on students' learning using the following measures:

- Whether tuition is closing attainment gaps
- Whether tuition is driving continuous improvement in attainment and progress
- Whether students are attaining the learning objectives required by their course / the school's syllabus / national education guidelines (as appropriate)
- Whether students are progressing at the expected rate for their age/academic level/SEND circumstances
- Whether students who once excelled in the class are now struggling
- Whether students who once struggled in the class are now excelling
- Students' attitudes to and views on learning
- School's/parents'/carers' views (where available) on the student's learning and progress

### 3) Classroom control and atmosphere

Tutors will be evaluated in their ability to:

- Create a safe, positive and supportive online learning environment
- Prevent and manage disruption to the class from students or others in the environment
- Prevent and manage poor classroom behaviour from students
- Provide clear warnings for students who repeatedly break classroom rules
- Provide positive reinforcement for students' positive behaviour
- Identify students who are not engaging with the material
- Keep students 'on-task' and motivated
- Behave respectfully and professionally towards students
- Respond swiftly and appropriately to safeguarding concerns in line with our procedures and processes to keep students safe

### 4) Lesson Content and Structure

Tutors will be evaluated in their ability to:

- Present teaching materials in a coherent, clear and engaging manner
- Give a well-structured lesson with clear learning objectives/goals
- Create, apply and use relevant, age-appropriate and level-appropriate teaching materials
- Give students real-world examples of how they can apply what they are learning
- Use interactive teaching techniques
- Use teaching techniques suitable to a range of learning styles
- Prepare differentiated lesson materials to cater to groups of varied abilities

### 5) Feedback Given to students and/or school/parents/carers

Tutors will be evaluated in their ability to:

- Provide clear, detailed and specific feedback to students and their school/parents/carers on their academic progress and classroom behaviour
- Provide feedback that is constructive and practical
- Provide feedback that is professional and respectful

## **B) Timing of Evaluations**

All tutors will undergo quarterly evaluations and will be provided with feedback from these evaluations.

## **C) Methods used to assess tutor's performance**

### 1. Safeguarding Assessment

All tutors must score 100% 'Yes' in the Safeguarding Knowledge assessment. The assessor is responsible for gathering evidence to show that the tutor fulfils the criteria in Appendix 13.

Assessors will be given relevant information to complete some areas of the criteria by the Senior Leadership Team (SLT), including information on:

- Tutor's safeguarding training progress
- Tutor's subscription to safeguarding newsletters
- Results from tutor's newsletter quizzes
- Results from tutor's safeguarding spot checks
- Safeguarding reports from parents/schools/students

The assessor will also need to meet with the tutor to discuss other areas. In the Tutor Discussion, an assessor may ask safeguarding questions to determine a tutor's safeguarding knowledge and understanding. Questions could include:

- What should you do if a student is in immediate danger in an online class?
- Where can you find information on safeguarding reporting procedures?
- Where can you find the DSL's contact information?
- Where can you find contact details for Seven Springs Education?

If the tutor has not scored 100%. The outstanding areas must be addressed and resolved. Evidence for these resolutions must be reviewed by the assessor. The Assessment Criteria must then be repeated and if the tutor achieves 100%, the assessment may advance to other areas. If they do not, the process above must be repeated until they achieve 100%.

### 2. Lesson observation.

Trained peers and/or members of the Senior Leadership Team will watch a complete lesson given by the tutor and will provide written feedback on their performance.

Feedback will highlight:

- Areas/instances where the tutor fulfilled the criteria (above)
- Areas/instances where the tutor fell short of fulfilling the criteria (above)
- Advice on how the tutor can improve their performance in the classroom.

**See Appendix 1 for assessment criteria for lesson observations.**

### 3. Review of tutor's lesson plans **[for secondary classes only]**

Tutors will be asked to submit at least 1 detailed lesson plan every term. These plans will be kept for quarterly reviews. Trained peers and/or members of the Senior Leadership Team will review the tutor's lesson plans to ensure that they meet the following requirements:

- Have clear learning objectives
- Are consistent with and support the course or school's/national curriculum (as appropriate)
- Use appropriate teaching/educational materials
- Use a range of teaching techniques suitable for different learning styles
- Take into account any students' SEND
- Use interactive teaching techniques
- Draw on or incorporate students' unique interests and goals

**See Appendix 2 for assessment criteria for lesson plans.**

#### 4. Review of tutor's teaching materials [for secondary classes only]

Tutors are asked to submit at least 1 example of their teaching materials used in classes per term. These are stored and reviewed at the quarterly review. Trained peers and/or members of the Senior Leadership Team will review the tutor's teaching materials to ensure that they meet the following requirements:

- Are consistent with and support the course or school's/national curriculum
- Are age- and level-appropriate
- Are culturally fitting/appropriate for students
- Are relevant to the subject

**See Appendix 3 for assessment criteria for lesson materials.**

#### 5. Students' work and assessment

Tutors will be asked to provide a selection of student work for review (for work undertaken with partner schools, this will only be considered where made available by the school). The selected work should fit the following profile:

- Completed by the student either in-class or as set homework
- Be marked by the tutor (unless completed in paper form in partner school setting)
- The selection of work should include work from both high-performing and weaker students
- Around 20% of students taught by the tutor should have their work reviewed (e.g- if the tutor has 10 students in total, at least 2 pieces of student work should be seen)
- Work should come from as broad a range of classes and students as possible (e.g- if a tutor has 5 classes and 15 students in total, the 3 pieces of work should come from 3 different students in different classes)

Reviewers will pay special attention to the following:

- The standard of the work completed by the student
- The age and level-appropriateness of the work assigned to the student

- The amount, level of detail and perceived helpfulness of tutor's comments on student's work (where available)

**See Appendix 4 for assessment criteria for students' academic progress.**

## 6. Student feedback

Occasionally, Seven Springs Education may ask students to complete an evaluation of their tutors. This may be in the form of an online questionnaire or post-lesson feedback and rating. The Senior Leadership Team and the tutor may review these scores together (either in aggregate or at a granular level if needed and if the data can be sufficiently anonymised) and highlight areas where students would benefit from changes/improvements.

Seven Springs Education endeavours to provide all students with an opportunity to give feedback after lessons. If similar feedback on a particular issue is received, we may follow up accordingly.

**See Appendix 5 for forms recording Secondary School students' feedback.**

**See Appendix 6 for forms recording Primary School students' feedback.**

## 7. Spring Feedback

Tutors' post-lesson feedback submitted to students via Spring will also be critically assessed to ensure that the feedback students receive from their tutors is consistently clear, constructive and age- and level-appropriate.

**See Appendix 9 for assessment criteria for Spring feedback.**

## 8. School/Parents' Feedback

Occasionally, Seven Springs Education may ask schools or parents to complete an evaluation of their tutors. This will be in the form of an online questionnaire. The Senior Leadership Team and the tutor may review these scores together (either in aggregate or at a granular level if needed and if the data can be sufficiently anonymised) and highlight areas where schools, parents and/or students would benefit from changes/improvements.

**See Appendix 10 for parents' feedback form.**

**See Appendix 11 for students' feedback form.**

## 9. Self-Evaluation

All tutors will also be asked to complete a Self-evaluation for their own performance. The Senior Leadership Team will review these scores with the tutor. However, this evaluation will not influence the tutor's overall grade.

**See Appendix 7 for assessment criteria for self-evaluations.**

## **D) Other Factors**

Other factors are also taken into consideration when evaluating a tutor's performance.

These include:

- Tutor's background, including:
  - How long they have been tutoring/teaching
  - Their range of tutoring/teaching experience (e.g. ages of students taught, range of subjects taught)
  
- Pre-existing teaching/classroom challenges
  - Students' SEND
  - Relationships between students
  - Pre-existing classroom dynamics
  - At-risk students
  - Peer/parental influence/interference

**E) Weighting of evaluation factors**

Most significant (greatest weighting)

1. Lesson Observation
2. Safeguarding Knowledge

Very Significant

3. Lesson plans
4. Lesson materials
5. Students' work and assessment
6. Spring Reports

Less significant (least weighting)

7. Student feedback
8. School feedback
9. Parent feedback

Not included in overall weighting

10. Self-evaluation

**F) Overall grading**

Tutors will be awarded a grade based on the evaluation factors:

Grade	Description	Minimum Scores Required	Action Required	Follow-up informal evaluation?	Next formal evaluation
<b>Excellent</b>	Highly satisfactory. High performance in all areas.	100% in Safeguarding Knowledge 90% in: <ul style="list-style-type: none"> <li>● Lesson Observation</li> <li>● Lesson plan</li> <li>● Lesson materials</li> <li>● Students work</li> <li>● Spring reports</li> </ul>	Identify areas for personal development and receive guidance from peers/senior leadership team.	Not Necessary.	Next Quarter



		22+ Yes, Agree or Strongly Agree in: <ul style="list-style-type: none"> <li>● Student feedback</li> <li>● Parent feedback</li> <li>● School feedback</li> </ul>			
<b>Very good</b>	Very satisfactory. Good performance in all areas.	100% in Safeguarding Knowledge 70-89% in: <ul style="list-style-type: none"> <li>● Lesson Observation</li> <li>● Lesson plan</li> <li>● Lesson materials</li> <li>● Students work</li> <li>● Spring reports</li> </ul> 19-23 Yes, Agree or Strongly Agree in: <ul style="list-style-type: none"> <li>● Student feedback</li> <li>● Parent feedback</li> <li>● School feedback</li> </ul>	Identify areas for personal development and receive guidance from peers/senior leadership team.	Not Necessary.	Next Quarter
<b>Satisfactory</b>	Good performance in some areas, with areas for improvement in others.	100% in Safeguarding Knowledge 60-69% in: <ul style="list-style-type: none"> <li>● Lesson Observation</li> <li>● Lesson plan</li> <li>● Lesson materials</li> <li>● Students work</li> <li>● Spring reports</li> </ul> 16-18 Yes, Agree or Strongly Agree in: <ul style="list-style-type: none"> <li>● Student feedback</li> <li>● Parent feedback</li> <li>● School feedback</li> </ul>	Some new training and support given in the appropriate areas.	Next 2 months	Next Quarter
<b>Moderate</b>	Moderate performance in most areas.	100% in Safeguarding Knowledge 50-59%: <ul style="list-style-type: none"> <li>● Lesson Observation</li> <li>● Lesson plan</li> <li>● Lesson materials</li> <li>● Students work</li> <li>● Spring reports</li> </ul> 13-15 Yes, Agree or Strongly Agree in: <ul style="list-style-type: none"> <li>● Student feedback</li> <li>● Parent feedback</li> <li>● School feedback</li> </ul>	Additional support given, such as new training materials provided and templates of exemplar lesson plans.	Next month	Next Quarter
<b>Unsatisfactory</b>	Unsatisfactory. Very poor performance in all areas.	Less than 100% in Safeguarding Knowledge 0-49%:	Immediate full re-training and reconsideration of	Next week	Next Quarter

		<ul style="list-style-type: none"> <li>• Lesson Observation</li> <li>• Lesson plan</li> <li>• Lesson materials</li> <li>• Students work</li> <li>• Spring reports</li> </ul>	appropriateness for tutoring role.		
		0-10 Yes, Agree or Strongly Agree in: <ul style="list-style-type: none"> <li>• Student feedback</li> <li>• Parent feedback</li> <li>• School feedback</li> </ul>			

Notes:

1. All tutors must score 100% 'Yes' in the Safeguarding Knowledge assessment. If they do not score 100%, the outstanding areas must be addressed and resolved before they proceed to the other areas of evaluation. The assessor is responsible for gathering evidence to show that the tutor fulfils the criteria in Appendix 13.
2. Grading may change when other factors (see above) are considered.

**G) Context for Overall Grading**

Grade	Description
<b>Excellent</b>	The tutor is at the standard we would expect from educators with long-term teaching experience (3+ years with Seven Springs Education), who have a deep understanding of their students' needs and how to meet them, and have a high degree of familiarity with the level's subjects and topics.
<b>Very good</b>	The tutor is at the standard we would expect from educators with medium-term teaching experience (1+ years with Seven Springs Education), who know their students' needs reasonably well and have a good idea of how to meet them, and are familiar with the level's subjects and topics.
<b>Satisfactory</b>	The tutor is at the standard we would expect from educators with short-term teaching experience (around 6 months with Seven Springs Education), who now know most of their students' needs and are finding ways to meet them and are becoming increasingly familiar with the level's subjects and topics.
<b>Moderate</b>	The tutor is at the standard we would expect from educators with very short-term teaching experience (around 3 months with Seven Springs Education), who are getting to know their students' needs and learning how to meet them and are becoming familiar with the subjects and topics.
<b>Unsatisfactory</b>	The tutor is at a standard we would expect from tutors who have just joined Seven Springs Education and have not received any tutor training or have just started tutoring online. <b>With our tutor training, we expect all tutors to be above this standard before they begin teaching students.</b>

Overall grades will be linked to tutor bonuses.

**H) Continuous Improvement Measures**

Once a tutors' evaluation is complete, they will meet with their assessor to discuss the outcome of their review. On their 'Continuous Improvement Plan' (**see Appendix 8**) all tutors will set out at least 4 targets for improving their performance deadlines for reaching these targets and the resources and support they need from Seven Springs Education to reach

them. The assessor who signs the 'Continuous Improvement Plan' will be responsible for helping the tutor to access the support and resources required to help them reach their targets. The Continuous Improvement Plan will be dated and signed by both parties.

### **I) Following-up on positive data**

Positive data received about a tutor's performance is not only factored into evaluations but be acknowledged at the time of receipt and may be shared within the company to improve Seven Springs Education's services. For example, a tutor whose Phonics teaching is positively received by students may be asked to share their pedagogical approach via a short video or in our tutor newsletter to help other tutors improve. Tutors may also receive praise and rewards for consistently positive data, such as in the form of promotions and quarterly bonuses.

### **J) Following-up on negative data**

We have clear processes in place for monitoring and responding to negative data received from students, tutors, schools and/or parents. We also have a formal [complaints procedure](#) for issues that rise to the level of a complaint.

For negative data pertaining to tutors' performance; examples of which could include issues surrounding punctuality and reliability, tutors' behaviour or actions; we not only factor these into evaluations, but they are handled at the time of receipt. Our process for monitoring and reviewing tutors' performance is as follows:

1. The Senior Leadership Team (SLT) conducts a follow-up meeting via telephone or video-call with the reporter to identify and clarify all concerns raised and the times/instances when the tutor's performance has been perceived as unsatisfactory by the reporter. The SLT creates a short written record of the meeting.
2. The SLT conducts a meeting via telephone, video-call or face-to-face with the tutor in question to present the concerns raised and the times/instances when the tutor's performance has been perceived as unsatisfactory by the individual. Opportunity is given to the tutor to respond to these concerns and provide explanation for their performance if necessary. If required, the SLT works with the tutor to create a 'plan of action' for improving their performance and resolving the reporter's concerns. More training opportunities may be offered. The SLT creates a record of this meeting.
3. If our organisation believes that the tutor has breached any of our policies, a partner school's policies, the NTP's policies or any laws, appropriate disciplinary actions are undertaken in accordance with our internal policies, NTP policies and any relevant laws.
4. The SLT may seek to arrange and chair a meeting between the individual(s) who made the complaint and the tutor in question. This meeting focuses on facilitating communication between the tutor and the client, resolving any issues, making any required apologies and creating a plan of action for resolving the issue for the future. The SLT creates a record of this meeting which is shared with the tutor and client.
5. To follow up (and where necessary at regular intervals such as 1 week, 2 weeks and 4 weeks), the SLT holds meetings with the tutor and client to ensure that the issue(s)

has been resolved fully and no new issues have arisen.

#### **4. Monitoring and Evaluating Students' Attendance**

Seven Springs Education continuously monitors students' attendance of online lessons. Students' attendance is recorded digitally by tutors after every lesson.

In instances where students' attendance is unsatisfactory to Seven Springs Education, their school and/or their parents, we will communicate directly with the students' school and/or parents. Our team will work closely with students, their school and/or their parents to rectify attendance issues. We also acknowledge that students' attendance can be reflective of other personal and academic issues they are facing and endeavour to work with students, schools and/or parents to support attendance and learning.

#### **5. Monitoring Seven Springs' Education's Overall Performance**

We also closely monitor our company's overall performance, in particular the impact of our educational interventions on closing attainment gaps, helping students to reach their academic goals and supporting continuous academic improvement. This data will not be considered in individual tutor's Performance Reviews.

**See Appendix 12 for assessment criteria for Whole Company Performance.**

## Appendix

### 1. Assessment criteria for lesson observations

1	Content and Knowledge	Notes	Score (N.A if not relevant to the class observed)
1a	Tutor uses subject expertise, knowledge and practical skills to provide learning opportunities		/1
1b	Tutor ensures there is an equality of opportunity for all learners to access the content of the lesson		/1
1c	Strategies to support learning are in place for pupils who need it/cannot access the curriculum		/1
1d	The content of the lesson is suitably demanding		/1
1e	The lesson content is appropriate to the age group and does not lower expectations		/1
1f	There is a logical sequence to the lesson		/1

1g	Tutor provides opportunities to recall and practise previously learned skills and knowledge		/1
1h	Assessment provides relevant, clear and helpful information about the current skills and knowledge of learners		/1
<b>Section 1</b>		<b>Overall comment</b>	<b>Score</b>  /
<b>2</b>	<b>Teaching</b>	Comments	Score (N.A if not relevant to the class observed)
2a	Tutor demonstrates good and appropriate communication skills		/1
2b	Tutor's presentation of lesson materials and content allows students to build knowledge and make connections		/1
2c	Tutor uses relevant and appropriate resources during presentation to clarify meaning to students		/1
2d	Tutor possesses questioning skills to stimulate learning/student		/1

	interaction/participation/discussion		
2e	Tutor gives explicit, detailed and constructive feedback in class		/1
2f	Tutor effectively checks for understanding		/1
<b>Section 2</b>		<b>Overall Comment</b>	/
<b>3</b>	<b>Behaviour and Classroom Management</b>	<b>Comments</b>	<b>Score (N.A if not relevant to the class observed)</b>
3a	Tutor creates a safe, positive and supportive environment focused on learning and setting high expectations for students		/1
3b	Tutor prevents and manages disruption to the class from students or others in the environment		/1
3c	Tutor communicates clear and consistent expectations for students		/1
3d	Tutor handles poor student behaviour appropriately and justifiably.		/1

3e	Tutor provides clear warnings for students who repeatedly break classroom rules.		/1
3f	Tutor provides positive reinforcement for students' positive behaviour		/1
3g	Tutor behaves respectfully and professionally towards students		/1
3h	Tutor identifies students who are not engaging with the material		/1
3i	Tutor keeps students 'on-task' and motivated		/1
3j	Any safeguarding concerns are spotted and reported after the class.		/1
<b>Section 3</b>		<b>Overall comment</b>	<b>Score</b>
			/
<b>Total</b>			/

## 2. Assessment criteria for lesson plans

1	Lesson Objectives	Comments	Score (N.A if not relevant to the class observed)
1a	Lesson objectives are clear for students		/1



1b	Lesson objectives are relevant for students		/1
1c	Lesson objectives are applicable to course or school's/national curriculum OR to students' learning objectives/academic goals		/1
<b>Section 1</b>		<b>Overall comments</b>	<b>Score</b> /
<b>2</b>	<b>Structure</b>	<b>Comments</b>	<b>Score</b> <b>(N.A if not relevant to the class observed)</b>
2a	Lesson has a clear structure with warm-up activity, main activity and cool-down or recap exercise		/1
2b	Previous lesson material reviewed and/or linked to current lesson		/1
2c	Connections between exercises or parts of the lesson are clear for students		/1
2d	Easier exercises gradually progress to more challenging exercises		/1

2e	More challenging exercises are given adequate time and explanation		/1
<b>Section 2</b>		<b>Overall comments</b>	<b>Score</b> /
<b>3</b>	<b>Range of teaching techniques and styles</b>	<b>Comments</b>	<b>Score (N.A if not relevant to the class observed)</b>
3a	Tutor uses a broad range of teaching techniques to suit a range of learning styles		/1
3b	Tutor uses interactive activities to engage students		/1
3c	Tutor accommodates/ differentiates for students learning needs, including SEND when relevant		/1
<b>Section 3</b>		<b>Overall Comments</b>	<b>Score</b> /
<b>Total</b>		<b>Overall Comment</b>	<b>Score</b> /

### 3. Assessment criteria for lesson materials

<b>1</b>	<b>Lesson Materials</b>	<b>Comments</b>	<b>Score</b>
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1a	Lesson materials are age- and level-appropriate for all students in the class		/1
1b	Lesson materials are suitable for promoting students' learning outcomes		/1
1c	Lesson materials provide students with a clear plan for next steps in their learning		/1
1d	Lesson materials are suitable for the students' current and desired rates of learning		/1
1e	Lesson materials incorporate students' unique interests and goals		/1
1f	Lesson materials show evidence of a clear plan for students' learning		/1
1g	Lesson materials are suitable for closing knowledge and attainment gap		/1
1h	Lesson materials show evidence of robust continuous assessment of		/1

	students' knowledge and understanding		
<b>Total</b>		<b>Overall Comment</b>	<b>Score</b> /

## 4. Assessment criteria for evaluating students' academic progress

1	Area	Comments	Score
1a	The work assigned is appropriate for the age of the student(s)		/1
1b	The work assigned is appropriate for the level of the student(s)		/1
1c	Most of the work has been completed, with explanations for why any areas of the assignment have not been completed (e.g- a note that the task has been done orally or combined with a separate task)		/1
1d	The tutor's comments are specific and personalised (e.g- highlight a specific area for improvement and use the student's name)		/1
1e	Most of the age-relevant mistakes made by the student (e.g- SPAG) have		/1

	been highlighted by the tutor		
1f	Students have been prompted to practise common mistakes (e.g- practising the labelling of atomic structures)		/1
1g	Tutors have given positive reinforcement for good work (e.g- stars or ticks)		/1
1h	Tutor's comments are fair, encouraging and respectful		/1
1i	The work shows evidence of robust continuous assessment of students' knowledge and understanding		/1
1j	The work assigned had a clear learning objective which the student appears to have been aware of		/1
1k	The work shows evidence of gains in students' subject knowledge and understanding		/1
1l	The work shows evidence that the students' are progressing at the expected rate of learning		/1

1m	The work shows evidence of a clear plan for learning		/1
1n	The work shows evidence that students are clear in the next steps for their learning		/1
1o	Where available, students' online assessment scores show increased knowledge and understanding		/1
1p	Where available, students' online assessment scores indicate that they are achieving the expected rate of learning		/1
1q	Where available, students' online assessment scores show a closing or narrowing of attainment gaps		/1
<b>Total</b>		<b>Overall Comment</b>	<b>Score</b> /

## 5. Feedback form for Secondary School students

<b>1</b>	<b>Area</b>	<b>Opinion</b> Select 1 of the following options
1a	I find the lesson content interesting	Strongly Agree/Agree/Disagree/Strongly Disagree

1b	My tutor asks me enough questions in class	Strongly Agree/Agree/Disagree/Strongly Disagree
1c	My tutor explains concepts well	Strongly Agree/Agree/Disagree/Strongly Disagree
1d	My tutor includes real-world examples in lessons	Strongly Agree/Agree/Disagree/Strongly Disagree
1e	My tutor's feedback is helpful and practical	Strongly Agree/Agree/Disagree/Strongly Disagree
1f	I enjoy attending classes	Strongly Agree/Agree/Disagree/Strongly Disagree
1g	I feel like my work and knowledge in this topic has improved	Strongly Agree/Agree/Disagree/Strongly Disagree
1h	My tutor marks homework promptly	Strongly Agree/Agree/Disagree/Strongly Disagree OR I don't get homework
1i	I know who I should speak to if I feel unsafe or worried in an online class	Strongly Agree/Agree/Disagree/Strongly Disagree
1j	I know who I should speak to if I feel unsafe outside of online lessons or if I am worried about something I have seen or heard	Strongly Agree/Agree/Disagree/Strongly Disagree
1k	I feel safe in my class	Strongly Agree/Agree/Disagree/Strongly Disagree

Score	Strongly Agree = Agree = Disagree = Strongly Disagree =
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## 6. Feedback form for Primary School students

1	Area	Opinion Select 'yes' or 'no'
1a	I find lessons interesting	Yes / No
1b	My tutor asks me enough questions in class	Yes / No
1c	I understand my tutor when they explain things	Yes / No
1d	My tutor gives good feedback	Yes / No
1e	I like my classes	Yes / No
1f	My work is getting better	Yes / No
1g	I now know more about this topic	Yes / No
1h	My tutor marks homework quickly	Yes / No / I don't get homework



1i	I know who I should talk to if I feel unsafe in an online class.	Yes / No
1j	I know who I should talk to if I feel unsafe outside of online lessons or worried about something.	Yes / No
1k	I feel safe in the class	Yes / No
Score		Yes = No =

## 7. Assessment criteria for tutors' self-evaluations.

<b>1</b>	<b>Lessons</b>	Select one of the following
1a	I tell students why new information is important.	Strongly Agree/Agree/Disagree/Strongly Disagree
1b	I prepare learners for new information, present the information and then check learners' understanding.	Strongly Agree/Agree/Disagree/Strongly Disagree
1c	I review information from previous lessons.	Strongly Agree/Agree/Disagree/Strongly Disagree
1d	I plan lessons ahead of time to support my teaching.	Strongly Agree/Agree/Disagree/Strongly Disagree
1e	I use real-world or hypothetical examples to help students understand.	Strongly Agree/Agree/Disagree/Strongly Disagree

1f	I use teaching aids (digital whiteboard, posters, books) in every lesson.	Strongly Agree/Agree/Disagree/Strongly Disagree
1g	I use individual, pair or small-group work in every lesson.	Strongly Agree/Agree/Disagree/Strongly Disagree
1h	I use a variety of activities to interest students in every lesson.	Strongly Agree/Agree/Disagree/Strongly Disagree
1g	I use activities that engage all my students.	Strongly Agree/Agree/Disagree/Strongly Disagree
1h	I know how to spot and correctly respond to safeguarding concerns.	Strongly Agree/Agree/Disagree/Strongly Disagree
1i	I know the steps to take before and at the beginning of online lessons to mitigate against safeguarding issues.	Strongly Agree/Agree/Disagree/Strongly Disagree
1j	I feel confident in my ability to respond to safeguarding issues or disclosures that arise in my online lessons.	Strongly Agree/Agree/Disagree/Strongly Disagree
1k	If you have used a personalised student risk assessment:  I feel confident and supported by SLT in applying students' personalised risk assessments to my planning and lessons.	Strongly Agree/Agree/Disagree/Strongly Disagree/N.A
Score		Strongly Agree / Agree / Disagree / Strongly Disagree /
<b>2</b>	<b>Communication and Engagement</b>	

2a	I know all my students' names.	Strongly Agree/Agree/Disagree/Strongly Disagree
2b	I understand the abilities of my students.	Strongly Agree/Agree/Disagree/Strongly Disagree
2c	I encourage my students.	Strongly Agree/Agree/Disagree/Strongly Disagree
2d	I communicate important information about learners' progress to school/parents/carers.	Strongly Agree/Agree/Disagree/Strongly Disagree
Score		Strongly Agree /4 Agree /4 Disagree /4 Strongly Disagree /4
<b>3</b>	<b>Professional Development and Safeguarding</b>	
3a	I have completed safeguarding training and apply all new safeguarding information when teaching	Yes / No
3b	I stay up-to-date on safeguarding procedures and receives training updates via email from Seven Springs Education	Yes / No
3c	I understand the safeguarding reporting procedures, including having the contact details of the DSL, and knows how to spot safeguarding concerns	Yes / No
3d	I keep up-to-date on education news and information on teaching and apply this to my teaching	Yes / No

3e	I know how to contact the Seven Springs Team if I have a question	Yes / No
Score		Strongly Agree /5 Agree /5 Disagree /5 Strongly Disagree /5
<b>4</b>	<b>Record Keeping</b>	
4a	My lesson plans and sample student work collections are up-to-date and ready for inspection.	Strongly Agree/Agree/Disagree/Strongly Disagree
4b	I have a long-term plan.	Strongly Agree/Agree/Disagree/Strongly Disagree
4c	I record learners' marks.	Strongly Agree/Agree/Disagree/Strongly Disagree
4d	I keep a record of all safeguarding concerns and the actions I have taken to report them	Strongly Agree/Agree/Disagree/Strongly Disagree
4e	I keep a record of the DSL contact details and any other contact details required for safeguarding	Strongly Agree/Agree/Disagree/Strongly Disagree
Score		Strongly Agree /5 Agree /5 Disagree /5 Strongly Disagree /5
<b>5</b>	<b>Wellbeing</b>	
5a	I feel that my workload is manageable and I am able to complete all of my tasks.	Strongly Agree/Agree/Disagree/Strongly Disagree

5b	I am able to take breaks to avoid burnout.	Strongly Agree/Agree/Disagree/Strongly Disagree
5c	I am able to balance my work and personal life in a healthy way.	Strongly Agree/Agree/Disagree/Strongly Disagree
5d	I know who to approach and what to do if I have concerns about my wellbeing.	Strongly Agree/Agree/Disagree/Strongly Disagree
Score		Strongly Agree /4 Agree /4 Disagree /4 Strongly Disagree /4
<b>6</b>	<b>Training and Support</b>	
6a	I feel I have received sufficient training to do my job.	Strongly Agree/Agree/Disagree/Strongly Disagree
6b	I feel sufficiently supported in delivering lessons at all times.	Strongly Agree/Agree/Disagree/Strongly Disagree
6c	I understand how to use the materials provided to me including ebooks.	Strongly Agree/Agree/Disagree/Strongly Disagree
6d	I understand how to use Spring to deliver lessons and provide feedback.	Strongly Agree/Agree/Disagree/Strongly Disagree
6e	I understand how to use Zoom and its features.	Strongly Agree/Agree/Disagree/Strongly Disagree
Score		Strongly Agree /5 Agree /5 Disagree /5 Strongly Disagree /5

Total	Strongly Agree / Agree / Disagree / Strongly Disagree /
	<b>5. I'm good at:</b>
	<b>6. I need to improve:</b>

## 8. Continuous Improvement Plan

Tutor's Name:		Date of Evaluation:	
	Target	Support and Resources required from Seven Springs Education	Deadline for Target
1.			
2.			
3.			
4.			
Assessor's Signature:		Tutor's Signature:	

## 9. Assessment criteria for tutors' Spring feedback.

1	Area	Comments	Score
1a	Feedback is polite and professional.		/1
1b	Feedback is written in a clear, concise manner suitable for the student's age and level.		/1
1c	Feedback is not overly negative and highlights areas where the student performed well or has improved.		/1
1d	Feedback focuses on a student's individual performance (i.e- is not generic or the same for the whole class).		/1
1e	'Critical' or 'negative' feedback is constructive and is presented in manners that incentivise improvement.		/1
1f	Feedback includes detailed, practical suggestions for how a student can improve.		/1
1g	Feedback is given promptly. It is expected to be submitted within 48		/1

	hours of the class ending.		
		<b>Overall comments</b>	<b>Score</b> /

## 10. Feedback form for Parents.

<b>1</b>	<b>Area</b>	<b>Opinion</b> Select 1 of the following options
1a	My tutor understands my child's learning goals	Strongly Agree/Agree/Disagree/Strongly Disagree
1b	My tutor accommodates my child's learning needs	Strongly Agree/Agree/Disagree/Strongly Disagree
1c	My tutor is punctual	Strongly Agree/Agree/Disagree/Strongly Disagree
1d	My tutor's feedback for my child is helpful and practical	Strongly Agree/Agree/Disagree/Strongly Disagree
1e	When required, my tutor marks my child's work promptly	Strongly Agree/Agree/Disagree/Strongly Disagree
1f	My tutor delivers engaging and interesting lessons for my child	Strongly Agree/Agree/Disagree/Strongly Disagree



1g	My tutor is consistently professional and organised	Strongly Agree/Agree/Disagree/Strongly Disagree
1h	I would recommend my child's tutor to a friend	Strongly Agree/Agree/Disagree/Strongly Disagree
1i	I know who to contact if I am worried about the safety of my child, or if they report that something concerning or inappropriate has happened in connection with their learning at Seven Springs Education.	Strongly Agree/Agree/Disagree/Strongly Disagree
1j	I am aware of Seven Springs Education's commitment to safeguarding my child and where to find copies of their policies and procedures.	Strongly Agree/Agree/Disagree/Strongly Disagree
1k	I feel confident that my child is safe during online lessons and when using the online learning platform Spring.	Strongly Agree/Agree/Disagree/Strongly Disagree
Score		Strongly Agree = Agree = Disagree = Strongly Disagree =

## 11. Feedback form for Schools about a tutor's performance.

We value feedback about your school's experience of our services. As part of our internal reviews of our own processes at the end of a delivery block (at a minimum) and possibly additionally at the time of our tutors' quarterly performance reviews, we will ask you to provide feedback about the performance of Seven Springs Education and our tutors. Below are examples of the feedback forms we send to gather information about how we can improve our services.

These questionnaires do not replace other forms of feedback, and we always welcome your input on any aspect of our service. Your School Liaison will be in regular communication to ensure any feedback during delivery is taken on board promptly. When sending these questionnaires, we also invite open-ended feedback and welcome your comments on our service.

Tutor's name: \_\_\_\_\_

1	Area	Opinion Select 1 of the following options
1a	The tutor understands my students' learning goals and helps them to achieve these.	Strongly Agree/Agree/Disagree/Strongly Disagree
1b	The tutor accommodates my students' learning needs	Strongly Agree/Agree/Disagree/Strongly Disagree
1c	The tutor is punctual	Strongly Agree/Agree/Disagree/Strongly Disagree
1d	The tutor's feedback for my students' is helpful and practical	Strongly Agree/Agree/Disagree/Strongly Disagree
1e	When required, the tutor marks my students' work promptly	Strongly Agree/Agree/Disagree/Strongly Disagree/N.A
1f	When required, the tutor has spotted and reported safeguarding concerns.	Strongly Agree/Agree/Disagree/Strongly Disagree/N.A
1g	The tutor has helped to close attainment gaps and improved students' knowledge.	Strongly Agree/Agree/Disagree/Strongly Disagree

1h	I would recommend my students' tutor to another teacher	Strongly Agree/Agree/Disagree/Strongly Disagree
Score		Strongly Agree = Agree = Disagree = Strongly Disagree =

## 12. Feedback form for Schools about Whole Company's Performance.

1	Area	Opinion Select 1 of the following options
1a	My School Liaison was helpful and responsive.	Strongly Agree/Agree/Disagree/Strongly Disagree
1b	Communication from Seven Springs Education was clear and prompt.	Strongly Agree/Agree/Disagree/Strongly Disagree
1c	Any problems or complaints were addressed and resolved promptly.	Strongly Agree/Agree/Disagree/Strongly Disagree/N.A
1d	<i>Spring</i> is easy to use.	Strongly Agree/Agree/Disagree/Strongly Disagree
1e	Seven Springs Education's online assessments are straightforward to set-up and complete.	Strongly Agree/Agree/Disagree/Strongly Disagree
1f	Seven Springs Education's online assessments have helped me to identify gaps in	Strongly Agree/Agree/Disagree/Strongly Disagree

	my students' knowledge, and shown how they have closed.	
1g	Lesson materials provided were high-quality and fulfilled students' learning needs.	Strongly Agree/Agree/Disagree/Strongly Disagree
1h	Accommodations were made for students with specific learning needs (e.g-SEND and EAL).	Strongly Agree/Agree/Disagree/Strongly Disagree
1i	Tuition has helped narrow and/or close attainment gaps.	Strongly Agree/Agree/Disagree/Strongly Disagree
1j	Tuition has helped close gaps in students' subject knowledge.	Strongly Agree/Agree/Disagree/Strongly Disagree
1k	Tuition has helped students reach their academic goals and promoted continuous improvement in their academic work.	Strongly Agree/Agree/Disagree/Strongly Disagree
1l	Students' confidence and/or engagement has improved.	Strongly Agree/Agree/Disagree/Strongly Disagree
1m	Tuition has improved learning outcomes for students.	Strongly Agree/Agree/Disagree/Strongly Disagree
1n	When required, Seven Springs Education raised and reported safeguarding concerns.	Strongly Agree/Agree/Disagree/Strongly Disagree/N.A
1o	I was confident in who to contact at Seven Springs Education to make a	Strongly Agree/Agree/Disagree/Strongly Disagree/N.A

	safeguarding concern or whistleblowing report.	
1p	Seven Springs Education made their safeguarding policies and procedures easily accessible to me from the start of the contract.	Strongly Agree/Agree/Disagree/Strongly Disagree/N.A
1q	I found Seven Springs Education to be rigorous in their approach to safeguarding and their involvement with any concerns raised.	Strongly Agree/Agree/Disagree/Strongly Disagree/N.A
1r	Seven Springs Education worked closely with, and in complement to, our school safeguarding procedures to address any concerns raised.	Strongly Agree/Agree/Disagree/Strongly Disagree/N.A
1s	I would recommend Seven Springs Education to another school.	Strongly Agree/Agree/Disagree/Strongly Disagree
Score		Strongly Agree = Agree = Disagree = Strongly Disagree =

We may also invite schools to present questions to students and/or parents about their experience of our service where relevant and feasible. Examples of suitable questions include:

- Is your/your child's tutor consistently punctual?
- Is the feedback your/your child's tutor provides detailed and personalised?
- Do you know who to contact if you have a safeguarding concern?
- Does Seven Springs Education make your/your child's welfare and attainment a priority?
- Do you find *Spring* easy to use?
- Would you recommend your/your child's tutor to a friend?
- Has tuition helped you/your child close gaps in subject knowledge?
- Has tuition helped you/your child reach academic goals?
- Has tuition improved your/your child's learning outcomes?

## 13. Assessment Criteria for Tutors' Safeguarding Knowledge

1	Area	Opinion Select 1 of the following options
1a	<p>Tutor has completed safeguarding training and knows how to apply all new safeguarding information when teaching</p> <p>Evidence examples: Evidence given by SLT, discussion with tutor</p>	Yes / No
1b	<p>Tutor stays up-to-date on safeguarding procedures and receives training updates via email from Seven Springs Education</p> <p>Evidence examples: Evidence given by SLT</p>	Yes / No
1c	<p>Tutor understands the safeguarding reporting procedures, including having the contact details of the DSL, and knows how to spot safeguarding concerns</p> <p>Evidence examples: Tutor discussion</p>	Yes / No
1d	<p>Tutor keeps up-to-date on education news and information on teaching and applies this to their teaching</p> <p>Evidence examples: Tutor discussion</p>	Yes / No
1e	<p>Tutor knows how to contact the Seven Springs Team if they have a question</p> <p>Evidence examples: Tutor discussion</p>	Yes / No
1f	<p>Tutor knows where they can view copies of all Seven Springs Education's policies and training materials</p>	Yes / No

	Evidence examples: Tutor discussion	
1g	Termly safeguarding spot checks in online lessons have been carried out and any issues addressed  Evidence examples: Evidence from SLT	Yes / No
1h	Results from newsletter safeguarding quizzes reviewed and any outstanding quizzes or incorrect answers addressed  Evidence examples: Evidence given by SLT	Yes / No
1i	Monitoring of reports regarding safeguarding from students, parents and school staff (where applicable) and any issues addressed  Evidence examples: Evidence from SLT	Yes / No
Total		Yes = No =

## 14. Safeguarding Spot Check Guidance for Assessors

Safeguarding spot checks must be carried out at a **minimum of 1 session per quarter per tutor**.

During the spot checks, any safeguarding concerns must be raised and actioned in line with our safeguarding reporting processes.

Assessors should refer to the below policies when conducting the checks:

- [Child Protection and Safeguarding Policy](#)
- [Staff Code of Conduct](#)
- [Behaviour Policy](#)
- [Online Safety Policy](#)
- [Data Protection Policy](#)
- [Records Management, Retention and Disposal Policy](#)

Assessors must read or watch a **minimum of one** of each of the below **fully**:

- Lesson feedback (Comment)
- Lesson materials (secondary courses or courses where tailored materials are uploaded)
- Term report
- Homework feedback
- Lesson recording
- Lesson chat log

**When conducting the checks, assessors should raise any concerns they may have regarding the below:**

### **Concerns about the tutor**

For example, have they:

- Exhibited behaviours indicative of low level concerns which may cause a sense of unease or a “nagging doubt”, including but not limited to: favouritism, profiling students, inappropriate (or borderline) comments that are prejudiced or discriminatory e.g. racist/sexist/homophobic. [Refer to the [Child Protection and Safeguarding Policy](#), and advice from [NSPCC](#) for further examples.]
- Behaved in a way that has harmed a child, or may have harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children

### **Concerns about a student**

Signs of a safeguarding concern can be obvious, in the form of a disclosure or physical evidence, but are more often subtle and seen in changes in behaviour, appearance or communication suddenly or over time. In spot checks, it is hard to notice changes over time. It is therefore crucial that assessors are vigilant to anything that is concerning or raises flags. Assessors should pass any concerns, big or small, to the Designated Safeguarding Lead (DSL).

For example, have they shown signs of the following:

- Radicalisation/extremism
- Missing from education
- Child criminal exploitation
- Domestic abuse
- Child sexual exploitation
- Homelessness
- Honour-based violence (FGM and forced marriage)
- Child-on-child abuse



- Sexual violence and sexual harassment between children
- Harmful sexual behaviour
- Serious violence

This list is not exhaustive and all low-level concerns must be actioned accordingly.

Low level, or subtle indicators that a child may be at risk or being harmed include:

- unexplained changes in behaviour or personality
- becoming withdrawn
- seeming anxious
- becoming uncharacteristically aggressive
- lacks social skills and has few friends, if any
- poor bond or relationship with a parent
- knowledge of adult issues inappropriate for their age
- running away or going missing

Assessors should maintain an attitude of “it could happen here” at all times, and be aware that certain characteristics can put some children at a higher risk of harm than others.

Full guidance, including behaviour indicators for each of the safeguarding themes can be found in the [Child Protection and Safeguarding Policy](#).

## Filtering and monitoring

These are the guidelines and responsibilities for tutors on filtering and monitoring:

*Filtering and monitoring refers to the steps we take to stop students from encountering harmful and inappropriate content, and how we monitor that those steps are effective. As students will always be using school-owned or personal devices for online tuition, your responsibilities are to monitor and report.*

*You should report safeguarding and technical concerns, such as:*

- *You witness or suspect unsuitable material has been accessed*
- *You notice unsuitable material in Seven Springs Education’s teaching materials or online platforms*
- *You are teaching topics that could create unusual activity on school filtering logs - so we can notify the partner school(s)*
- *You become aware of any failures in a school’s filtering software, or abuses of the system e.g. students searching inappropriate content on another’s account; abbreviations or misspellings that allow access to restricted material*
- *You suspect or become aware of students using language (including [slang](#), [misspellings](#), [emojis](#)) to discuss inappropriate topics via Zoom or Spring.*

*When making a report to the DSL, you should make thorough notes and, where possible, provide dates and times of incidents so classroom recordings and chat logs can be checked.*

During spot checks of lesson recordings, chat logs, and Spring feedback assessors should:

- Check to ensure that tutors have appropriate monitoring and reporting procedures in place.
- Look out for signs that students are communicating in ways to bypass Seven Springs Educations (or their school's) filtering systems by use of misspellings, slang, or emojis.
- Raise any concerns you may have regarding use of unfamiliar slang and emoji use.

**How to access Spring platform content**

You should log in to the tutor's account on <https://spring.seven-springs.co.uk> using their login details. Then select the required content at random from within the last quarter. You must not at any time edit, change or do anything else but view the required content when logged in. If a concern arises at any point, you must immediately follow safeguarding procedures in order that the concern be investigated and all students are protected.

**How to access Zoom recordings and chat logs**

You must email the DSL to obtain a recording. It is expected that you email at least 1 week in advance of when you need it to ensure the files reach you in a timely manner. You must state in your request the course name, date and time (specifying the time zone) of the lesson recording required.

You may choose any lesson from the tutor's teaching schedule to check.

When you are done viewing the files, you must delete them from your folders and computer and empty them from your rubbish bin.

**During the spot checks, you will be accessing sensitive personal data. You must comply with our [Data Protection Policy](#) and other related policies at all times.**

**Tutor Spot Check Form**

This completed form must be saved in the Tutor Spot Checks folder (of the Logs folder in the SLT drive) with the file name format:

[Tutor's full name] [Date of Check in dd.mm.yy]

e.g. *John Doe 01/01/23*

<b>Tutor's full name</b>	
<b>Date of check</b>	
<b>Completed by</b>	

**Checks on Spring**

	<b>Lesson Details</b> (Course name, date and time) e.g. Primary English, 31/08/23, 14:00 UK	<b>Notes/Actions</b>	<b>Concerns</b> No / Yes
<b>Lesson feedback</b> (comments)			
<b>Lesson materials</b> (secondary courses or courses where tailored materials are uploaded)			
<b>Term report</b>			
<b>Homework feedback</b>			

### Checks on Zoom

	<b>Lesson Details</b> (Course name, date and time) e.g. Primary English, 31/08/23, 14:00	<b>Notes/Actions</b>	<b>Concerns</b> No / Yes
<b>Lesson recording</b>			
<b>Chat log</b>			

### Follow Up Action

<b>Action required?</b> (Yes/No)	
If yes, please state what action is required and the deadline.	
<b>Action required:</b>	
<b>Date to be completed by:</b>	