

THE HAVEN

Operated by the Autistic Girls Network charity — 1196655 (England and Wales), SC054837 (Scotland)

Quality Assurance Policy

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Coordinator: the Head

Nominated Governor: the Safeguarding Governor

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1. Policy Statement and Purpose

The Haven is committed to continuous improvement, accountability, and reflective practice across all areas of its provision. Quality Assurance (QA) ensures that learners receive safe, high-quality, inclusive education, that safeguarding arrangements are effective, and that The Haven meets statutory, regulatory, and commissioning requirements.

Quality Assurance at The Haven is:

- developmental rather than punitive,
 - proportionate to risk and context, and
 - informed by evidence, learner voice, and professional reflection. **
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2. Scope

This policy applies to all aspects of The Haven's work, including:

- teaching and learning;
- safeguarding and online safety;
- behaviour, attendance, and engagement;
- SEND and reasonable adjustments;

- staff conduct, supervision, and development;
- governance and partnerships with Local Authorities and commissioners.

Quality assurance includes both internal monitoring and external verification.

3. Principles

- Child-centred: QA prioritises safeguarding, wellbeing, and meaningful progress.
 - Transparent: Evidence and findings are documented and shared appropriately with governors and commissioners.
 - Inclusive: Learner and parent/carer voice informs evaluation and improvement.
 - Proportionate: QA is regular and robust without being excessive or surveillance-driven.
 - Reflective: QA supports professional growth and continuous improvement. **
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4. Internal Quality Assurance Processes

4.1 Quality Assuring Teaching and Learning

Teaching and learning are quality assured through a combination of methods, recognising the nature of online and hybrid provision:

- Scheduled session observations (live or via recording), conducted at least termly for all teaching staff
 - Learning walk-style reviews of online platforms (e.g. Google Classroom spaces, lesson structures, accessibility features)
 - Review of lesson plans, resources, and learner work for coherence, accessibility, and progression
 - Reflective supervision and coaching conversations focused on practice, not performance alone **
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Quality assurance focuses on:

- learner safety and engagement;
 - clarity of instruction and pacing;
 - neuro-affirmative and trauma-informed practice;
 - appropriate use of digital tools and safeguarding controls. **
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4.2 Use of Lesson Recordings and Transcripts

Where sessions are recorded:

- Recordings and/or transcripts may be used for quality assurance, safeguarding review, reflective supervision, and training
- Access is restricted to authorised senior staff and the DSL
- Recordings are reviewed proportionately, not routinely watched in full unless required

Lesson recordings may be reviewed:

- as part of planned QA cycles;
- in response to learner or parent feedback;
- following a safeguarding concern, complaint, or quality issue;
- to support reflective coaching or training.

All use of recordings complies with The Haven's Online Safety and Data Protection policies.

4.3 Increasing QA Where Concerns Are Identified

If a concern is raised about a member of staff (via learner feedback, parent concern, safeguarding alert, or QA finding):

- The concern is logged and reviewed by senior leadership and/or the DSL**
> **
- QA activity may be increased proportionately, which may include:
 - more frequent session observations;
 - targeted review of lesson recordings or transcripts;
 - additional supervision or coaching;
 - platform activity monitoring.

This enhanced QA is:

- time-limited;
- clearly communicated to the staff member;
- focused on support, improvement, and safeguarding;
- aligned with the Low-Level Concerns Policy where appropriate.**
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4.4 Safeguarding Quality Assurance

Safeguarding QA includes:

- Termly audits of safeguarding records, chronologies, low-level concerns, online safety incidents, and CME monitoring
- Review of response times, escalation decisions, and information-sharing
- Annual safeguarding report shared with governors and commissioning bodies where required**
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4.5 Staff Quality Assurance

- Annual appraisal and supervision cycle for all staff
- Ongoing reflective supervision for staff working with complex or vulnerable learners
- Monitoring of training completion against statutory requirements (e.g. KCSIE updates, Prevent, online safety)

- Termly review of low-level concerns to identify themes or patterns**
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4.6 Governance Quality Assurance

- Governors receive termly dashboards covering safeguarding, attendance, engagement, learner progress, complaints, and QA themes
- Annual review of compliance with statutory guidance and commissioning expectations
- Oversight of improvement plans and follow-up actions**
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5. Learner and Parent/Carer Voice

5.1 Learner Feedback

The Haven actively seeks learner voice through:

- regular learner surveys;
- structured feedback tools within learning platforms;
- facilitated check-ins with trusted staff;
- moderated student forums or shared digital spaces (where appropriate and safeguarded).

Learner feedback is:

- reviewed termly;
- triangulated with QA evidence and safeguarding data;
- used to inform curriculum development, staff training, and system improvements.**
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5.2 Parent/Carer Feedback

Parent/carers voice is captured through:

- surveys;
- scheduled reviews;
- informal feedback shared with staff or senior leadership.

Themes arising from parent feedback inform:

- QA focus areas;
- policy review;
- staff development priorities.**
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6. External Quality Assurance

External QA includes:

- engagement with Local Authority monitoring and commissioning reviews;

- moderation or verification linked to examination or assessment provision;
 - preparation for and cooperation with Ofsted inspection under the Online School Accreditation framework;
 - independent safeguarding or quality audits commissioned periodically for benchmarking and improvement. **
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7. Roles and Responsibilities

- Principal / DSL: Overall responsibility for quality assurance, safeguarding oversight, and statutory compliance
 - Staff: Engage with QA processes, supervision, and reflective practice
 - Governors: Provide strategic oversight, challenge, and support improvement planning
 - Learners and Parents/Carers: Contribute feedback to inform review and development**
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8. Monitoring, Review and Improvement

- QA operates on a termly review cycle, with annual strategic evaluation
- Improvement actions are documented, tracked, and reviewed
- Findings are reported transparently to governors and, where relevant, commissioning bodies
- This policy is reviewed annually or sooner if statutory or regulatory guidance changes

This PDF was generated from the published policy at policies.thehavenonline.school on 26 August 2026. The website is the authoritative, most current version of this policy.