

Last Reviewed	By Who	Last Amended	By Who	Approved By	Next Planned Review
March 2026	Director of Education & Impact	March 2026	Kisharon Noé School Headteacher	Trustees	12 months or sooner as required
Policy Applies To:					
Tuffkid Nursery		Kisharon Noé School		Langdon College	

Complaints Policy

Kisharon Langdon

The Jewish Learning Disability & Autism Community

Complaints Policy

Contents of Policy

Contents of Policy	2
1. Purpose	3
2. Principles	3
2.1 Learner-Centred	3
2.2 Continuous Improvement	3
2.3 Evidence-Informed	4
2.4 Transparency and Accountability	4
2.5 Proportionate and Developmental	4
3. Scope	4
4. Quality Assurance Framework	4
4.1 Key Components	5
5. Quality Assurance Activities	5
5.1 Observation of Teaching, Learning and Assessment	5
5.2 Work Scrutiny	6
5.3 Data Monitoring	6
5.4 Learner Voice	6
5.5 Parent and Carer Feedback	6
5.6 Staff Performance Management	6
5.7 Audits and Compliance Checks	6
6. Judging Quality	6
7. Roles and Responsibilities	7
7.1 Senior Leadership Team	7
7.2 Quality Lead / Quality Team	7
7.3 Middle Leaders	7
7.4 Staff	7
8. Professional Development	8
9. Managing Underperformance	8
10. Learner Outcomes and Impact	8
11. Review Cycle	8

1. Purpose

The purpose of this policy is to ensure that the quality of education, support, and outcomes for all learners is consistently high, continuously improving, and aligned with the organisation's vision and values.

Quality assurance is not a standalone process. It is an embedded, continuous cycle that:

- Evaluates the effectiveness of provision
- Drives improvement
- Ensures accountability at all levels
- Secures the best possible outcomes for learners

2. Principles

Our approach to quality assurance is underpinned by the following principles:

2.1 Learner-Centred

All quality assurance activity focuses on the impact on learners, particularly:

- Progress towards EHCP outcomes
- Development of independence and life skills
- Preparation for adulthood

2.2 Continuous Improvement

Quality assurance is an ongoing cycle of:

- Reviewing practice
- Identifying strengths and areas for development
- Implementing improvements
- Evaluating impact

2.3 Evidence-Informed

Judgements are based on:

- First-hand evidence
- Reliable data
- Professional dialogue

2.4 Transparency and Accountability

Roles and responsibilities are clearly defined, and all staff are accountable for the quality of their practice.

2.5 Proportionate and Developmental

Quality assurance supports staff to improve. It is rigorous, but also constructive and developmental.

3. Scope

This policy applies to all aspects of provision, including:

- Teaching, learning and assessment
- Curriculum design and intent
- Learner progress and outcomes
- Behaviour and attitudes
- Personal development
- Safeguarding and wellbeing
- Work experience and community engagement

4. Quality Assurance Framework

Quality assurance operates through a structured annual cycle, supported by ongoing monitoring.

4.1 Key Components

a) Self-Assessment

Annual Self-Assessment Report (SAR)

Evaluates strengths and areas for development

Aligned to Ofsted Education Inspection Framework

b) Quality Improvement Plan (QIP)

Clear, measurable actions linked to SAR findings

Focus on improving learner outcomes

Regularly reviewed and updated

c) Ongoing Monitoring

Termly and half-termly reviews

Departmental and cross-college monitoring

Focus on progress, quality of teaching, and learner experience

5. Quality Assurance Activities

5.1 Observation of Teaching, Learning and Assessment

- Regular observations of practice
- Focus on learner engagement, progress, and independence
- Includes formal and informal approaches (e.g. learning walks, drop-ins)

5.2 Work Scrutiny

- Review of learners' work and evidence of progress
- Evaluation of feedback, challenge, and progression

5.3 Data Monitoring

- Tracking learner progress against individual targets and EHCP outcomes
- Analysis of attendance, engagement, and achievement

5.4 Learner Voice

- Surveys, meetings, and informal feedback
- Adapted approaches to ensure all learners can contribute

5.5 Parent and Carer Feedback

- Regular opportunities to gather feedback
- Used to inform improvement planning

5.6 Staff Performance Management

- Linked to quality of provision and learner outcomes
- Includes appraisal, supervision, and professional development

5.7 Audits and Compliance Checks

- Safeguarding audits
- Health and safety checks
- Review of statutory requirements

6. Judging Quality

Quality is evaluated using a triangulated approach, drawing on:

- Observations and first-hand evidence
- Learner progress data
- Feedback from learners, families, and staff

Judgements are aligned with:

- Ofsted EIF criteria
- Internal standards of excellence
- Outcomes for learners

7. Roles and Responsibilities

7.1 Senior Leadership Team

- Set the strategic direction for quality
- Approve SAR and QIP
- Monitor impact and hold leaders accountable

7.2 Quality Lead / Quality Team

- Coordinate quality assurance activities
- Ensure consistency and rigour
- Provide training and support

7.3 Middle Leaders

- Lead quality within their areas
- Monitor teaching, learning, and outcomes
- Implement improvement actions

7.4 Staff

- Deliver high-quality, inclusive practice
- Engage with quality processes
- Act on feedback to improve

8. Professional Development

Quality assurance informs professional development.

We will:

- Identify training needs through QA activity
- Provide targeted CPD
- Support reflective practice
- Promote a culture of learning and improvement

9. Managing Underperformance

Where quality concerns are identified:

- Support and coaching will be provided
- Clear targets and timescales will be set
- Progress will be closely monitored

Where necessary, formal procedures will be followed.

10. Learner Outcomes and Impact

The effectiveness of quality assurance is measured by:

- Learner progress and achievement
- Development of independence and employability skills
- Successful transitions to next steps
- Positive learner and family feedback

11. Review Cycle

This policy will be reviewed annually or sooner where required.

Quality assurance processes themselves will also be evaluated to ensure they remain effective and proportionate.