

Quality Assurance Policy

Nisai's Quality Framework is underpinned by the UK Professional Standards for Teaching. It places the student at the centre of the learning journey and prioritises the overall learning experience. Quality assurance involves maintaining and continuously enhancing Nisai's standards of online teaching and learning, alongside accurate record-keeping, thorough course planning, and effective delivery.

Nisai is dedicated to upholding the highest standards of online quality assurance. Fulfilling this responsibility effectively is vital to supporting student success and maintaining Nisai's professional reputation.

Quality assurance is a key priority. All teaching staff undergo regular performance reviews as part of the annual appraisal process and the ongoing Nisai Quality Cycle.

1.0 Aims

This policy aims to ensure that all online teachers consistently uphold the high standards expected of them at Nisai. We recognise that delivering an outstanding learning experience requires every teacher to be committed to continuous professional development, reflective practice, and a pursuit of excellence in both planning and delivery.

High-quality teaching alone, however, is not enough. The policy also places emphasis on the wider support network that surrounds each student. This includes the work of CaSST, Exams, PLSP, and other support teams whose contributions are essential to the overall learning journey. The effectiveness of online education at Nisai relies on a coordinated, cross-functional approach that places the student at the centre of everything we do.

The overarching aim is to provide a high-quality educational experience that is both holistic and inclusive. This means responding to each student's individual needs, ensuring accessibility, and supporting not only academic progress but also personal growth and wellbeing. By embedding this approach across teaching and support services, Nisai seeks to empower students to succeed, both within and beyond the virtual classroom.

2.0 Roles and Responsibilities

Head of Teaching and Learning

The Head of Teaching and Learning is charged with the responsibility of assessing and monitoring teaching performance throughout Nisai. Working closely with the Lead Teacher and Subject Leads, they identify areas where additional training or support is required and ensure that targeted professional development opportunities are available. This role is fundamental in upholding Nisai's commitment to excellence, ensuring that all teaching is delivered in accordance with organisational standards and the UK Professional Standards for Teaching. The Head of Teaching and Learning also leads lesson observations, provides constructive feedback, and supports continuous improvement.

Lead Teacher and Subject Leads

The Lead Teacher and Subject Leads support the Head of Teaching and Learning by conducting detailed evaluations of teaching practice within their specialisms. They contribute to the development of training plans tailored to individual and team needs, share best practices, and mentor colleagues to foster a culture of reflective teaching and learning.

Online Teachers

All online teachers at Nisai are responsible for complying fully with the Quality Assurance policy. This includes maintaining high standards in lesson planning, delivery, assessment, and record-keeping. Teachers are expected to engage actively in professional development including Nisai's CPD programme which is managed by the Head of Teaching and Learning. They must participate in appraisal processes and reflect and apply feedback to improve their practice continuously. They must also ensure a supportive and inclusive learning environment that meets the diverse needs of students.

Customer & Student Support Team Manager

The Customer & Student Support Team Manager oversees student services and support, ensuring learners receive comprehensive assistance tailored to their individual needs. This includes coordinating pastoral care, wellbeing services, and additional learning support. The Manager works collaboratively with teaching staff and other teams to provide a holistic support system centred on the student experience.

This role is supported by the Head of Progression, Exams & Qualifications and the Team Leader for EHCP Support Services, particularly in organising and attending Education, Health and Care Plan (EHCP) reviews to ensure that students' individual needs are met effectively and in line with statutory requirements.

Head of Progression, Exams & Qualifications

The Head of Progression, Exams & Qualifications manages all aspects related to examinations, student progression, and qualifications. This includes liaising with external examination boards, parents, and other stakeholders to support students throughout their academic assessments. They are responsible for coordinating exam entries, timetabling, and ensuring that students receive any necessary accommodations. They also provide support to the Customer & Student Support Team Manager in relation to EHCP reviews and student progression matters.

Team Leader for EHCP Support Services

The Team Leader for EHCP Support Services is responsible for coordinating and managing all aspects of Education, Health and Care Plan reviews, ensuring compliance with statutory requirements. They work closely with students, parents, staff, and external agencies to develop and monitor personalised support plans, provide guidance to staff, and secure necessary resources to meet individual student needs. The role involves collaboration with the Customer & Student Support Team Manager and the Head of Progression, Exams & Qualifications to deliver a coordinated and effective support system.

3.0 The Quality Assurance Policy

Quality assurance ensures that all staff involved in the delivery of programmes of study share collective responsibility for maintaining and enhancing academic standards, as well as improving the quality of students' learning experiences and opportunities throughout their time at Nisai.

At Nisai, quality assurance forms a core component of quality management and is used as a structured method to ensure that defined standards of teaching and learning are consistently met. It is especially important in ensuring that the organisation develops and performs in alignment with the curriculum, institutional policies, and national standards.

These standards are monitored through both internal and external processes. Quality assurance activities may include self-evaluation, peer and leadership review, student feedback, external inspection, and assessment of teacher performance. Such mechanisms help ensure that teaching and learning remain effective, consistent, and continuously improving. Regular reviews; such as teacher appraisals, lesson observations, and external inspections, support the measurement and enhancement of quality over time.

Quality assurance supports the consistent evaluation of teaching performance and professional growth. It provides a strong framework for both internal and external accountability across the organisation. It enables the continuous development of teaching and learning practices. It helps individuals and departments to establish meaningful goals for improvement. Quality assurance also encourages innovation and the pursuit of excellence. It facilitates adaptability to meet changing educational needs and expectations. Ultimately, it creates a culture of reflection, progress, and ongoing enhancement.

3.1 Observation Process

Teaching observation is a key mechanism for ensuring that students receive the highest quality learning experiences and are supported to succeed in their chosen subjects. It is underpinned by the UK Professional Standards for Teaching and follows a 360-degree approach, assessing all aspects of a teacher's professional duties. This includes lesson planning and delivery, marking, assessment, feedback, classroom management, student engagement, and professional conduct.

The process serves several key purposes:

- To identify and disseminate good practice across the organisation
- To recognise underperformance and provide structured support, challenge, and professional development
- To highlight excellent practitioners and involve them in the development of colleagues through CPD and mentoring
- To provide robust evidence to Ofsted and other external bodies of NISAI's ongoing commitment to high standards in teaching, learning, and assessment

3.2 New Teachers

All new teachers undergo Nisai live lesson observations during their probationary period. These are scheduled as part of their structured induction and training programme, designed to support their development and ensure they meet the professional expectations at Nisai.

3.3 Established Teachers

Established teachers are observed once per academic term. However, those with a proven track record of consistently outstanding practice may be observed less frequently, at the discretion of the Head of Teaching and Learning.

3.4 Observed Lessons

Observations may take place in any live lesson or recorded lesson and do not require prior notification. Recorded lessons may be used where live observation is not practical or as an additional means of evaluating teaching practice, particularly in relation to pacing, clarity, engagement, and the use of digital tools.

In addition to scheduled observations, spot checks may also be carried out at any time by the Head of Teaching and Learning, UK Lead Teacher, or Subject Leads. These informal checks form part of the wider quality assurance process and help ensure consistency and high standards across all areas of teaching and learning.

3.5 Observation Schedule

The observation schedule is managed and overseen by the Head of Teaching and Learning. Observations are recorded using NISAI's official observation form, which is designed to capture a comprehensive picture of teaching quality across all relevant areas. Once completed, observation forms are submitted for moderation and standardisation.

Subject Leads play an active role in the standardisation process to ensure that departmental feedback is included and that the process is fair, balanced, and consistent across subject areas. This collaborative approach helps maintain rigour and supports subject-specific quality improvement.

The completed form is then shared with the observed teacher, who is invited to provide written reflection on the lesson. A follow-up discussion may be arranged with the Head of Teaching and Learning, Lead Teacher, or Subject Lead to explore the outcomes in greater detail. Where appropriate, additional observations or training may be arranged based on feedback.

Where there is a disagreement regarding the outcome of feedback and/or judgement, the lesson observation will be submitted for a second standardisation. To avoid bias, this review will be conducted without access to the teacher's reflective comments.

The outcome of the second standardisation, including feedback, will be shared with the Head of Teaching and Learning, who will communicate this to the observed teacher. The observed teacher will then be given the opportunity to provide further reflection.

If there remains disagreement following this stage, the lesson observation and associated feedback will be reviewed by the Senior Leadership Team (SLT). The SLT will consider the evidence, reflect on the

judgement and provide feedback to the Head of Teaching and Learning. The Head of Teaching and Learning will then share the final decision with the observed teacher. At this point, the decision will be considered final.

3.6 Other Observations

Other observations may take place as part of peer observation, new teacher training, teaching qualification requirements, inspections (e.g. Ofsted), or in response to concerns or complaints.

3.7 Teaching Standards

In addition to meeting the standards of teaching and learning, teachers are also expected to fulfil the responsibilities outlined in the Online Teacher Role Guide and to comply fully with the NISAI Safeguarding Policy.

Key Responsibility for Policy	Related Policies
Head of Teaching and Learning UK Lead Teacher Subject Leads Customer & Student Support Team Manager Head of Progression, Exams & Qualifications Team Leader for EHCP Support Services	Role Guide – Online teachers Safeguarding policy Curriculum Policy Online Lesson Procedure

Next Review: September 2026

This policy will be reviewed annually by the Head of Teaching and Learning to ensure ongoing relevance and effectiveness.