





Quality Assurance Policy

Review

Review Cycle	Date of Current Policy	Author(s) of Current Policy	Review Date
Annual	19/08/2021	Rob Hughes Vanessa Leach	19/08/2023

Reviews completed

Role	Name	Signature	Date
Head of Teaching and Learning	Rob Hughes		25/07/2021
Managing Director	Vanessa Leach		25/07/2021
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Date	Details

1 Introduction

This quality policy acts as a compass by providing the direction and framework for establishing key corporate level performance measures, as well as related objectives and targets. Members of the SLT ensure that our policies are established and documented, and that the policies are available to all interested parties via our website.

Quality assurance involves the systematic review of educational provision to maintain and improve its quality, equity and efficiency. It encompasses self-evaluation, external evaluation, the evaluation of teachers and leaders, and student assessments.

Tute takes quality assurance and continuous improvement very seriously as we recognise that the quality of teaching, and not the technology that supports it, is central to our success and student outcomes. Tute won the coveted BETT Award in 2017 for learning, teaching and assessment – whole school aids, in which the judges said: “Tute’s constant determination to achieve excellence in design, delivery and support helps to ensure that the outcomes for pupils across the world are the very best.”

We have built on this and continue to strive for excellence.

2 Purpose and aims

The main purpose of this policy is to set out how Tute will ensure a high-quality experience for its students, its schools, and all other stakeholders.

The majority of the policy sets out how we do this in teaching and learning; the core element to Tute’s impact and success in student outcomes.

3 Tute’s vision

- We want to create a world where online learning enables any child, anywhere to fulfil their potential
- We want to enable all students to engage and achieve in a high-quality, rich and inclusive curriculum.
- We want to be the first-choice online teaching partner for schools, local authorities and non-mainstream settings.

4 Tute’s beliefs and commitment

The student is at the core of everything we do at Tute and we have a duty to provide them with outstanding teaching and learning that interests, engages, raises aspiration and ensures progress.

We also have a duty to our schools, LAs, and non-mainstream settings to ensure that what we deliver to their students is high-quality, meaningful, and presents value for money. We recognise that, whilst teaching and learning is ultimately what will ensure good outcomes, quality assurance is holistic and every department at Tute contributes to achieving our vision and mission.

We have a duty to our team to train, develop, and motivate them to follow clear policies, processes, and procedures, to give their best, and to share our vision.

We believe that high quality lies not only in delivery, but in planning and evaluation. We are committed to ensuring that we have clear policies, processes, and guidance/criteria in place to enable staff to meet our high standards. We create an open culture of learning, of teamwork, and of continuous improvement. When evaluating, we work together to and feed learning into strengthening practice in all parts of the business.

Tute is committed to an operating philosophy based on openness in communication, integrity in serving our schools, fairness and concern for our employees and responsibility to the communities within which we operate.

Beginning with a clear definition of customers' expectations, we strive to consistently meet or exceed them. We adhere to all applicable standards and customer specific requirements and endeavor to provide processes that ensure we achieve this to build a profitable company that is based on values.

We strive to exceed expectations for quality, safety, sustainability, cost, delivery, and value.

5 Related policies

- Safeguarding Policy
- Safer Recruitment Policy
- Assessment Policy
- Behaviour Policy
- Data Protection Policy
- Online safety Policy
- Code of Conduct that sets out behaviours and expectations

6 Responsibilities

The Managing Director has overall responsibility for quality in consultation with the management teams for each department defining, documenting, implementing, and reviewing our quality policy. The policy is reviewed at least annually, as part of the management review program or at a frequency determined by:

The changing needs and expectations of relevant interested parties.

The risks and opportunities that are presented through the risk management process.

The quality policy is communicated to all employees at all levels throughout our organisation via training, regular internal communications, and reinforcement during annual employee performance reviews. Employee understanding of our policies and objectives is determined during internal audits and other methods deemed appropriate.

6.1 Leadership team

Tute Education is committed to equality in employment opportunity and rewards, embracing wholeheartedly the cultural diversity within the communities we call home. Our employees' welfare and interests are foremost throughout all aspects of our business and how we conduct our affairs. Tute Education is committed to:

- Creating and nurturing an environment of success based on honesty and integrity.
- Equitable sharing in the success of the company.
- Empowerment through training and communication.
- Individual growth and equal opportunity.
- Designing and providing a safe and secure work environment.

6.2 Teaching Staff

Our teaching staff fully recognise that organisational knowledge is a valuable resource that supports our quality management activities and ensures continual product and service conformity. There is a strong link between organisational knowledge and the competence of our people, the latter being peoples' ability to apply knowledge to their everyday work, including teaching strategies and evidence-based pedagogy, ensuring quality remains holistic at Tute.

6.3 Non-teaching staff

Our staff fully recognise that organisational knowledge is a valuable resource that supports our quality management activities and ensures continual product and service conformity. There is a strong link between organisational knowledge and the competence of our people, the latter being peoples' ability to apply knowledge to their everyday work, ensuring quality remains holistic at Tute.

7 Part one: Teaching and Learning

7.1 Schools

Customer needs are paramount and represent the highest priority within our business. Our obligation is to proactively seek out and define customer needs while addressing all requests expeditiously without creating false expectations.

8 Safer recruitment

Please read Tute Safer Recruitment Policy

Tute follows a rigorous safer recruitment process, detailed in the submitted policy, that meets Part 3: Safer Recruitment, Keeping Children Safe in Education (2020).

We do this, not just for legislative and statutory compliance, but because it ensures that we recruit staff that meet our specific criteria and skills to provide high-quality provision and because we can be confident of their commitment to keep children safe.

All members of staff, across all departments, are subject to this process. Four members of the Tute team (DSL, DDSL, Head of HR and Compliance, and Head of Teaching and Learning) are trained in safer recruitment and at least one sits on every interview panel.

By ensuring that all employees are thoroughly vetted during the recruitment process, Tute can provide the maximum protection possible to its students and remain in full compliance with government regulations.

9 Training to deliver high-quality teaching and learning

Tute believes that rigorous planning, understanding expectations, and seeing what good looks like leads to high-quality delivery.

Tute has a thorough and rigorous training package which successfully upskills tutors to ensure consistent high-quality tuition across all Key Stages and subjects.

There are three stages to our training: recruitment, induction, and ongoing.

9.1 Recruitment

Candidates progressing from interview stage deliver a Tute lesson, with members of the team taking the role of students. Prior to this they receive training in the following:

Tute Pedagogy (see section 10)

Tute Lesson Structure (see section 11)

Tute Learning Cloud (see section 12)

9.2 Induction

Tute's induction process allows for all quality standards to be set and is monitored through the year by Tute's quality team with frequent feedback provided to teachers in their Tute Teacher Standards (TTS).

Tute teacher induction training is delivered in series of modules. Each individual module will provide a level of competence in Tute's disciplines and will support throughout the different stages of a teacher's career at Tute.

Each can stand alone and can also be linked to provide and enable a holistic proficiency. There is an initial level of training from which assessment may be ongoing throughout the academic year.

The induction modules are outlined below:

- Planning to teach online
- Delivering a Tute lesson
- Assessing and evaluating effectively
- Safeguarding at Tute
- Supporting learners with SEND
- Adhering to policies and procedures
- Raising the attainment of disadvantaged students

The asynchronous aspect of the induction package is built in an application called Thinkific. We track teachers' completion using the reporting feature.

Recruitment (3 hours)

- Tute pedagogy and lesson structure- 1 hour
- Learning Cloud- 1 hour
- Microteach - 1 hour

Safeguarding training (4 hours):

- Process and procedure
- KCSIE 2020 part 1
- Safeguarding level 2 training
- Prevent
- CSE
- Sharing expectations

Graduation training (3.5 hours)

- Live induction session with Head of Teaching and Learning - 1.5 hours
- Asynchronous induction course - 2.5 hours

9.3 Ongoing

Tute Teacher Standards (TTS), appendix 1, provides a framework for ongoing QA and professional development. Tutors are assigned a Quality Assessor who provides comprehensive support and challenge across the quality assurance cycle, with a clear focus on expectation and improvement, documented in the TTS.

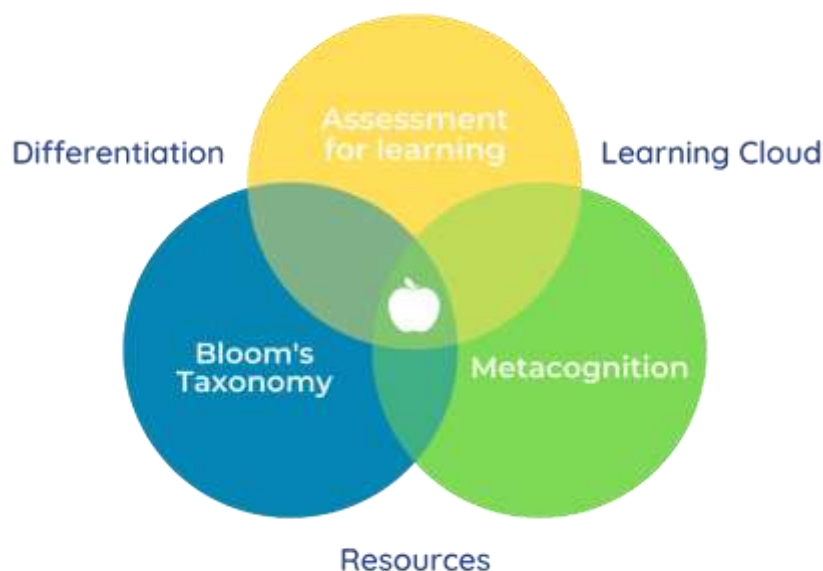
Teachers are subject to quality assessments which identify areas for development and quality assessors provide training and guidance to teachers following completion of quality reviews. Common areas for development across the whole teaching team are fed back to a Teacher Trainer and Head of T&L who will review and decide how best to support individuals and the team as a whole.

Tute makes excellent use of its own expertise to deliver CPD. Monthly, teachers take part in a Huddle: one-hour training to share best practice.

Teachers are encouraged to seek out professional development which Tute, subject to discussion, will pay for.

10 Delivering high-quality teaching and learning

10.1 Tute pedagogy



Three pillars:

Tute planning, delivery, and evaluation is based on three core pedagogy principles, noted in The Sutton Trust's [Teaching and Learning Toolkit](#)) as being effective tools to increase progress.

The pillars of pedagogy must be present and evident in the design and delivery of all Tute lessons.

Assessment for learning,

with a particular focus on feedback tended to show very high effects on learning in studies and is effective across all age groups resulting in +8 months impact on progress. One evaluation of AfL indicated an impact of half of a GCSE grade per student per subject is achievable, which is in line with the wider evidence about feedback. Research-based approaches that explicitly aim to provide feedback to learners, such as Bloom's 'mastery learning', tend to have a positive impact.

Metacognition

Tute's focus on metacognition is to create independent, self-regulatory learners. Metacognition has consistently high levels of impact, with pupils making an average of seven months' additional progress on the year. The evidence indicates that teaching metacognitive strategies can be particularly effective for low achieving pupils and is very effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion. This also encourages a growth mindset, which can positively impact how disadvantaged learners see themselves and their role within the classroom.

Bloom's taxonomy

is used to create measurable learning outcomes and enable effective questions aligned with student ability which encourages engagement and challenge for learners. Teachers share best practice and regularly add to a bank of resources which promote these pedagogical strategies in a 'Tute Teachers' library in our cloud-based storage system.

10.2 Tute lesson structure

All teachers must follow the Tute lesson structure which, not only promotes and facilitates our core pedagogy, but also removes barriers to learning and lead to better student outcomes.

Teachers will build resources around the following structure and deliver lessons with the following as the backbone:

Learning objective: set in the form of a question, the learning objective is an overview of the lesson, sets the scene and students must always be asked at the beginning of the lesson. This will allow for assessment of prior knowledge, identification of gaps in learning and metacognitive strategies introduced.

Learning outcomes: must be written using Bloom's verbs based on students' ability and pitch of the lesson. Learning outcomes will be shared and clarified with students so they can plan for success and accurately measure against them later in the lesson.

Review outcomes - self-assessment: outcomes are revisited once the teaching and learning has been completed and students must be given the opportunity to self-reflect, assessing their confidence. To ensure student outcomes are achieved by the end of the lesson, teachers will at these stages assess, question and consolidate to decide whether to progress with the lesson, or go back to support with attainment.

Learning objective: must be revisited at the end of lessons for context and to demonstrate student progress and achievement. Teachers will assess and decide if there are gaps in learning to address next lesson and if any changes need to be made to the programme or if the programme can continue as originally planned.

Activities: all activities, discussions and learning tasks must be engaging, purposeful and designed to elicit evidence of learning, activate students as instructional resources for one another or activate students as owners of their own learning.

Differentiation: Differentiation is fundamental to ensuring students are properly supported and challenged. Tute teachers will plan for differentiation when building resources and action during live lessons:

- By outcome
- By questioning
- By support
- By task

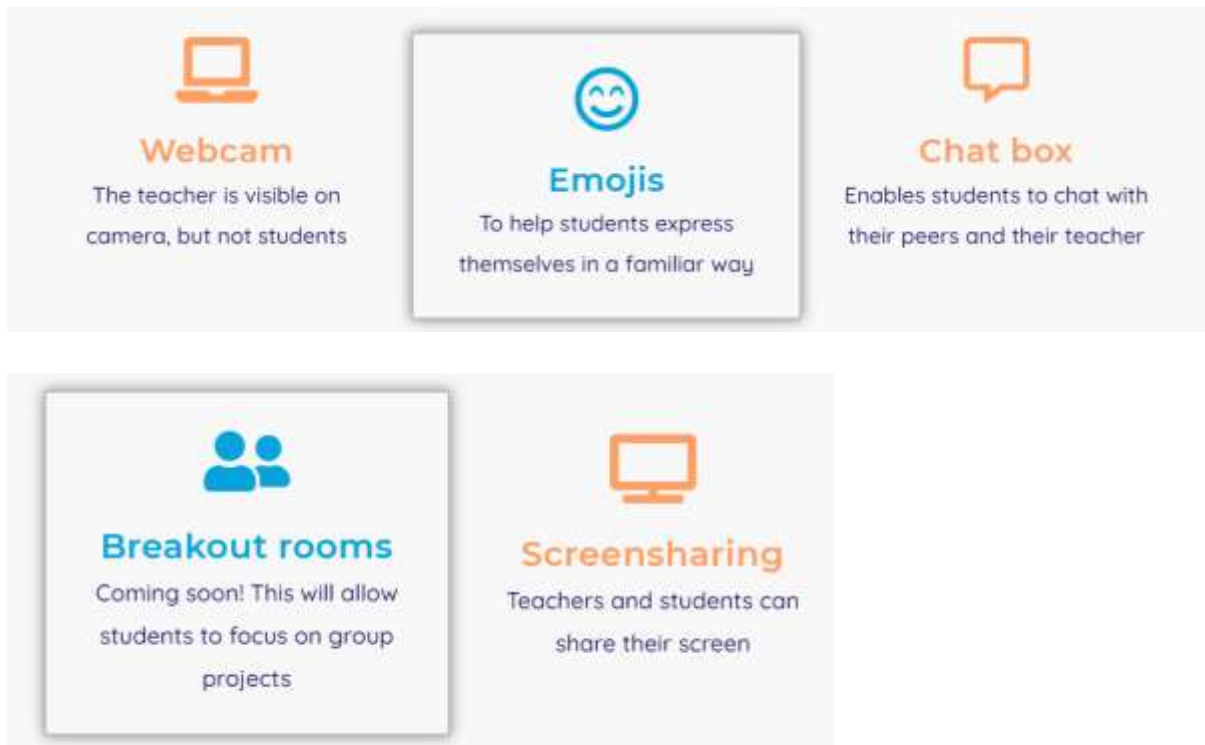
When appropriate, learning must be scaffolded to provide students with temporary supports that are gradually removed as their confidence grows. Guided practice within instruction is used widely by teachers.

10.3 The Learning Cloud

Tute's virtual environment, the Learning Cloud, is built specifically for teaching and learning and must be used to facilitate our research-based pedagogy to improve student interaction and engagement.

Teachers must ensure the following features are utilised effectively to better outcomes.





Expectations within the Learning Cloud are shared with students in their first lesson and ongoing when required, see appendix 3, along with behaviour for learning; appendix 4 and 5).

10.4 Progress tracking and reporting

A Progress Tracker must be completed within 24 hours of a lesson being delivered, with the following being detailed:

- Student Progress (0-5)
- Student Engagement (0-5)
- Suggestion for progress (based against the learning objective)

Teachers will ensure students are aware of this process, what their score means and what they are required to do to improve. The descriptors are below:

Judgement		Progress	Engagement
5		<ul style="list-style-type: none"> • Demonstrated a sophisticated grasp of the lesson objective • Achieved the lesson outcomes • Exceeded expectations • Made outstanding levels of progress 	<ul style="list-style-type: none"> • Participated frequently with confidence and enthusiasm • Fully engaged with the learning activities • Demonstrated higher level thinking skills through use of perceptive and insightful questioning • Demonstrated outstanding behaviour which helped to create a positive learning environment • Used the Learning Cloud's functions effectively • Was respectful and polite towards others
4		<ul style="list-style-type: none"> • Demonstrated a good understanding of the lesson Objective • Achieved the lesson outcomes • Met expectation • Made good progress 	<ul style="list-style-type: none"> • Participated consistently and with a positive attitude throughout the lesson • Engaged with the learning activities • Asked appropriate questions to improve and extend understanding • Demonstrated good behaviour which helped to create a positive learning environment • Made good use of the Learning Cloud's features • Was respectful and polite towards others
3		<ul style="list-style-type: none"> • Demonstrated an understanding of the lesson objective • Achieved some of the lesson outcomes • Met expectations • Made satisfactory progress 	<ul style="list-style-type: none"> • Participated throughout most of the lesson • Engaged with the learning activities when directed • Occasionally asked questions to confirm understanding • Demonstrated good behaviour throughout the lesson • Was sometimes reluctant to make effective use of the Learning Cloud's features, but did not misuse them • Was usually respectful and polite towards others
2		<ul style="list-style-type: none"> • Demonstrated an emerging understanding of the lesson Objective • Engaged with some of the lesson outcomes but did not make sufficient progress to achieve them • Made some progress 	<ul style="list-style-type: none"> • Engaged with some of the lesson but did not participate throughout • May lack confidence demonstrated in a lack of engagement • Demonstrated a lack of focus and their attitude could be improved • Was very reluctant to make use of the Learning Cloud's features and/or misused them somewhat • Was indifferent to others' views and progress
1		<ul style="list-style-type: none"> • Demonstrated limited understanding of the lesson objective • Needed to make more input to achieve the lesson outcomes • Made significantly less progress than expected 	<ul style="list-style-type: none"> • Did not engage or participate with the lesson • Demonstrated behaviours that negatively impact on the learning environment • Did not use and/or misused the learning environment's features • Made no effort to be respectful and polite towards others • Needed frequent reminders of good behaviour
0		Absent	Absent

Progress Trackers must be completed to the highest quality to ensure detailed and meaningful information is provided to our students and customers. See [Progress Tracker guidance](#) for further information on completing.

10.5 Tute Spaces

Learning continues outside of live lessons where students are automatically enrolled into a Tute Space relating to their lessons where teachers set supplementary work, share resources, answer questions, and give open and private feedback. Teachers must use Spaces, when appropriate, to contribute to student outcomes.

11 Monitoring high-quality teaching and learning

We ensure and measure our quality and outcomes in a variety of ways:

- Through a robust recruitment and induction process
- Via our 'Tute Teacher Standards' programme
- By contracting an outstanding school (Shireland Collegiate Academy) to review 100 lessons every year randomly to assess the quality of our teaching using OFSTED standards
- Through research lead by University of Chester PHD graduate, assessing attainment and impact.
- By garnering feedback from learners, 'the student voice,' and schools as to our impact, and by publishing case studies

11.1 Tute Teacher Standards

See Appendix 1.

Tute aims to create the best learning environment possible for learners to progress and achieve. We do this by ensuring the effectiveness of our teachers, by close monitoring of planning and delivery, by motivating colleagues to update their skills and to improve their performance; all against the “Tute Standards” model.

The process is supportive and developmental, designed to ensure that all our teachers have the skills and support they need to carry out their role effectively. Teachers will build up a record of evidence supporting self-judgments against the Tute Standards and the Quality Team utilises this evidence to moderate and quality-assure our output. The process will ensure that all teachers:

- Engage with and demonstrate the Tute Standards.
- Deliver lessons in which the pupils achieve the best possible outcomes.
- Are reflective practitioners.
- Set professional development steps, objectives and targets.
- Are supported to meet these objectives.
- Engage in appropriate professional development and training.
- Seek to develop and challenge their practice.
- Receive clear guidance on professional development.
- Learn from one another and share best practice.

The quality assurance cycle will be annual and sets three areas for development:

- Business-wide teaching and learning priority e.g. questioning
- Department teaching and learning focus e.g. planning
- Self-evaluated area for development e.g. assessment

The quality assurance team, consisting of quality coaches, quality assurance coordinator, quality administrator and teacher trainer, are assigned a cohort of teachers to provide comprehensive support and challenge across the quality assurance cycle, with a clear focus on expectation and improvement against the Tute Standards.

Lesson observations and quality checks are the focus of quality monitoring with development discussions allowing other elements of a teacher’s practice to be addressed. Any areas required for development are noted and acted upon by way of further observation, support and challenge and refresher training delivered by the Tute Teacher Trainer.

11.2 Internal assessment of quality

Our quality assurance process ensures that lesson observations and quality assessments are frequent to support teachers throughout their career with Tute with a focus on constructive, collaborative feedback. Each teacher will be observed a minimum of once

per term, with additional observations/assessments targeted to teachers requiring more support. See appendix 2 for Quality Assurance Process.

Tute's quality team	
Rob Hughes	Head of Teaching and Learning
Kim Metcalfe	Quality Assurance Coordinator
Scott Rowson	Quality Assessor
Sophie Hudson	Quality Assessor
Ifan Wyn	Teacher Trainer

Additionally, teachers are encouraged to contact TL.support@tute.com for matters relating to teaching and learning.

The quality assurance process is outlined below:

Transition: Upon completion and certification of all recruitment and induction prerequisites, teachers transition into the care of Tute's quality and wider teaching teams.

Prepare: All quality assessment materials and standards are shared with teachers to plan for high-quality provision.

Allocate: A dedicated quality assessor is allocated to a teacher and will be their main point of contact for quality throughout a teacher's career with Tute.

Communicate: Before a teacher delivers a lesson, quality assessors introduce themselves to a teacher and to offer initial support and guidance.

Discuss: Should there be any requirement for support, quality assessors will discuss the questions/concerns with teachers to ensure a level of confidence and competence.

Assess (initial): A teachers first lesson is always observed, and holistic quality assessments completed as appropriate. Details of the observation are recorded in a teacher's TTS log for them to review, with questions posed by the quality assessor, in preparation for a quality meeting.

Meet: Within 48 hours of the observed lesson, teacher and quality assessor attend a review meeting where quality assessors follow Tute's standard 6-step feedback guide for post observation coaching. Actions steps that will have the highest leverage of the quality of provision and student outcomes are agreed.

Record: Actions steps are detailed in teacher's TTS log and the high-level quality overview is updated with outcome of quality assessment.

Follow up: Quality assessor contact teachers to ensure all is on track with identified action steps. Teachers know that action steps will be the focus of next quality assessment.

Assess: A teacher's lesson is observed, and holistic quality assessments completed as appropriate. Action steps are prioritised with a focus on feedback. Action steps will be updated, plans or success agreed and will inform the focus for further assessments. Details of the observation are recorded in a teacher's TTS log for them to review, with questions posed by the quality assessor, in preparation for a quality meeting.

11.3 External assessment of quality

11.3.1 Shireland Collegiate Academy (SCA)

Shireland is an outstanding secondary academy and Teaching School who Tute has been in partnership with for 8 years.

Their Principal, Sir Mark Grundy, is highly regarded and sits on the West Midlands Headteacher Board and advises Government. SCA is also recognised as one of the leading digital schools in the UK.

Tute has retained the services of SCA and its SLT for three years now. Their role is to act as our OFSTED and to independently review the quality of teaching and learning delivered by our teachers by observing live lessons. In each year, SCA will review lessons at random and report back to the Tute SLT using a standardised format linked to the Tute Standard internal measurement.

In addition to measurement, SCA and Tute teaching teams share best practice, and work together to evolve new pedagogy. Tute teachers also spend time in classrooms at SCA as part of their PD.

11.3.2 Ofsted

While Ofsted do not currently inspect Tute directly, Tute have been mentioned as being effective in supporting student outcomes in Ofsted reports from schools where Tute were delivering programmes.

Ofsted will be leading the government backed accreditation scheme for online providers to volunteer for inspection against measures similar to standards of independent schools. Tute fully welcomes this new scheme and will be registering to become an approved online provider once further details are available.

12 Reporting high-quality teaching and learning

All quality checks are documented at a high-level overview to ensure quality assessing is consistent and holistic. Quality Assurance dashboard. Appendix 6 shows an overview of quality assessments completed between September 2021 and May 2022

Head of Teaching and Learning monitors efficiency of Quality Assessors: meeting targets, making accurate judgements, providing meaningful feedback.

Tute's Head of Teaching and Learning will manage escalated concerns regarding quality. If poor quality or lack of planning is observed that is a cause for concern, and

Quality Assessors feel comfortable enough to speak with teachers regarding any issue, they are to inform the Head of Teaching and Learning and complete the quality assurance process as normal, meeting with the teacher to offer support.

If a quality assessor does not feel comfortable and/or the teacher was not receptive to the feedback, this must be reported to the Head of Teaching and Learning who review the concern, assess and address any issues with the teacher. There is no blame culture at Tute and the Head of Teaching and Learning will aim to support that member of staff on any issue of quality. If issues of poor quality or poor deliver continues, we will support teachers as best we can with balanced against impact on student progress and experience.

If an investigation or disciplinary is required, or it had been determined there has been gross misconduct, Tute will the disciplinary process.

Quality is an agenda point on a monthly management meeting, where trends of quality are identified, reviewed and prioritised. The progress is then reviewed the following month. Should any specific areas of concern arise, they are addressed in the next monthly tutor's huddle, where the teaching team collaborate, provide best practice and support each other to constantly improve delivery and quality of resources.

13 Measuring impact

Tute advocates evidence informed practice and we have been actively measuring the impact of our provision since inception. The measures in place take two forms; qualitative data (non-numerical data) that has been utilised to evaluate learners' and organisations' experiences and opinions on the provisions we offer and quantitative data (numerical data) which has been utilised to examine progress and attainment, attendance and any other statistical patterns or trends that might be of interest.

13.1 Impact and Research Manager

The principal purpose of the role is to measure the impact of Tute learning on student outcomes; namely academic attainment and achievement, confidence, engagement, and progress.

Key responsibilities:

- Implement an evaluation framework that delivers qualitative and quantitative data about the impact of Tute's service
- Ensure that the data collected is robust, ethical, valid, and meaningful to relevant contexts
- Embed clear, straightforward measurement tools to be used consistently and periodically that become a core part of our practice
- Present findings to the wider team and community to enable evidence-informed practice
- Drive and contribute to creating case studies and impact reports

- Seek funding opportunities to support the research
- Support bid writing that requires evidence of impact
- Work closely with the Head of Teaching and Learning to use findings to inform instructional design and digital pedagogy in order to further strengthen Tute's impact
- Working closely with the marketing and client relationship team to showcase evidence of Tute's impact in order to raise our profile as the market leader for online education
- Support the wider team to embed a culture of improvement in response to feedback
- Improve on Tute's student voice to ensure that they remain at the core of everything we do

13.2 Student Voice Surveys

One of our longest serving evidence tools has been the student feedback surveys. This demonstrates Tute's absolute commitment to listening to student voice and to ensuring our students have the opportunity to autonomous and independent learners. Though it has been improved and updated over the years, the student feedback surveys have been active since 2014-15.

New Pasture Lane-utilises Tute with their more able pupils from year 2 upwards, to provide lessons that stretch and challenge students, encouraging them to make greater progress. 100% of students enjoy their Tute lessons and feel they make progress; "It can push you a lot...they push you harder, getting you to do it and if you don't understand it, they'll give you a lot of help."

Denbigh- has faced falling role numbers in both the high school and sixth form in recent years. Tute was used by the school to run courses at both AS level and GCSE in French. Due to low student uptake, it would have been economically unviable for the school to offer this subject otherwise. "We've been able to honour our commitment to deliver that language and that that pupil who wants to go on and study at university.

Part 2: Other departments

14 Operations, finance and HR

14.1 Quality statement

Tute's operations, finance and HR team are committed to providing unparalleled service and meaningful reporting, which exceeds the demands and expectations of customers. We continuously improve our standards and systems to ensure our customers and in turn students, can get the most out of Tute.

14.2 Methods of QA

- **Feedback**
 - Reacting to feedback from Half termly customer review meetings
 - Responding to feedback received via informal and formal methods on a day-to-day basis.
 - Responding to feedback from milestone surveys and analysis
 - Half Termly meetings with from schools and student – both informally on a day-to-day basis and formally via milestone surveys and analysis
- **Meetings**
 - Weekly operations catchup
 - Weekly risk review meeting
 - Daily operations and customer management meeting
 - 1:1 performance appraisal
 - Informal meetings
 - Twice weekly scheduling review meeting
- **Reporting**
 - Continuously reviewing our database and reports to ensure smooth running of Tute programmes, to predict and identify issues before they happen.
 - Developing new reports to improve quality

15 Sales and marketing

15.1 Quality statement

Our mission is to empower every LA and education setting to achieve more with their budgets by using Tute. To be successful in doing this, we endeavour to provide a high-quality consultative approach to gain a thorough understanding of our partners' needs and ensure they have the necessary knowledge to get the best from our services.

15.2 Methods of QA

- **Communication**
 - Tute marketing will provide high quality communication through a range of media, so our messaging is accessible in the most convenient form
 - Our website will be kept up-to-date with accurate information about our products and services
 - We will use feedback from customers about our sales and marketing contact to inform ongoing improvement
- **Meetings**
 - **Initial sales meeting:**
 - We will take time to build relationships with prospective partners through quality conversations founded on sound knowledge of the education sector and understanding of student needs
 - Our sales presentation will deliver a thorough introduction to Tute, our vision and how we work

- We will clearly communicate accurate information about our products, costs and terms of use
- **Follow-up meeting:**
 - Discussion will focus on initial referrals and the recommendation of suitable products
 - We will obtain all necessary customer information to ensure smooth account set-up
 - As required, we will train customers on product usage so they can make informed decisions on behalf of their students
- **Handover meeting:**
 - Information will be shared with the account management team to ensure smooth transition to Tute customer status
- **Reporting**
 - Weekly reporting will review sales risks and priorities internally with the wider team to inform ongoing conversations with customers and development of our sales offer to better meet their needs
 - Monthly reporting will update on longer-term sales developments and external circumstances that will influence our sales approach, ensuring our sales offer remains fresh and relevant

16 Customer management

16.1 Quality statement

The customer management team will go above and beyond to ensure an exceptional experience for each of our customers. We will establish sound relationships based on deep and detailed knowledge of each customer and ensure they get the very best out of their partnership with us.

16.2 Methods of QA

- **Communication**
 - Our customer management team are available on the phone and welcome feedback to ensure Tute is providing quality provision.
 - Ongoing catchup meetings with our customers to create solutions and respond to feedback
- **Meetings**
 - Customers can request a customer meeting at any point with your account manager using our online booking platform.
 - Half termly meetings are requested to obtain feedback to allow continuous improvement.
- **Reporting**
 - Weekly review of customer activity and usage on a week by week basis.
 - Monitoring customer's attendance and reacting to any significant changes.
 - Liaising with Teaching and Learning and customers to ensure students are receiving the correct provision and making recommendations where another product is more suitable.

- **Surveys**
 - Tute conducts regular surveys to collect feedback on performance to ensure quality across all Tute departments

17 IT/Technology

17.1 Quality statement

Tute's IT department is committed to helping staff, customers, and students to achieve their goals, we will evaluate, integrate, and support innovative technologies to enable this.

17.2 Methods of QA

- **Feedback**
 - Staff
 - Customer
 - Student
- **Performance management**
 - Yearly staff performance reviews
- **Meetings**
 - Management
 - Weekly Team
 - Informal daily
- **Reporting**
 - Detailed monthly management report
- **Software evaluation/upgrades/maintenance**
- **Monitoring of vital infrastructure to ensure uptime meets specified targets**
 - Servers
 - Routers
 - Firewalls
- **Upkeep of devices to ensure data security**
 - Laptops
 - Desktops
 - Mobiles
- **Supporting end users**
 - 1st/2nd/3rd line support

18 Annual Review

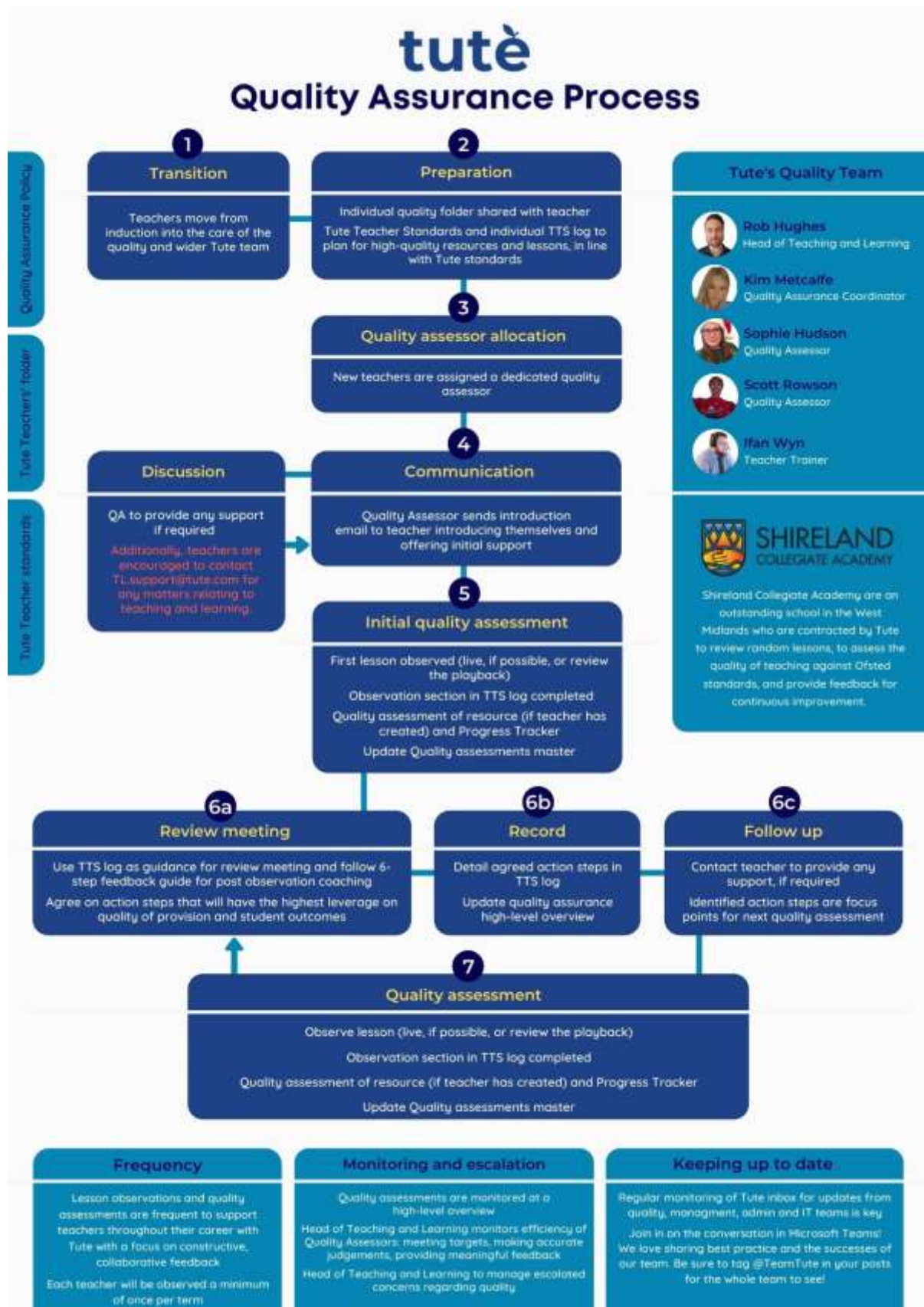
The Quality policy will be reviewed on an annual basis.

19 Appendix 1: Tute Teacher Standards (TTS)

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work Tute's customers in the best interests of their pupils and the business.			
Part 1			
1	Plan and teach well-structured lessons, adopting the pillars of Tute pedagogy	2	Demonstrate good subject and curriculum knowledge
1.1	Use the Tute lesson structure in planning and delivery, ensuring that the resources facilitate the three pillars of Tute pedagogy: Afl, Bloom's Taxonomy and metacognition	2.2	Have a secure knowledge of the relevant subject(s) to promote a love of learning; to foster and maintain pupils' interest in the subject, to encourage children's intellectual curiosity
1.2	Demonstrate knowledge, understanding and application of Assessment for Learning in planning and delivery and how this impacts on progress	2.3	Demonstrate a critical understanding of developments in the curriculum areas, including statutory assessment requirements
1.3	Demonstrate knowledge, understanding and application of Bloom's Taxonomy in planning and delivery and how this impacts on progress	2.4	Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulation and the correct use of standard English, whatever the teacher's specialist subject
1.4	Demonstrate knowledge, understanding and application of metacognition in planning and delivery and how this impacts on progress	2.5	Contribute to the design and provision of an engaging curriculum within specialist and non-specialist subject area(s)
1.5	Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively		
1.6	Reflect systematically on the effectiveness of lessons and approaches to teaching		
3	Assess effectively and set high expectations to inspire, motivate and challenge pupils to ensure good progress	4	Safeguarding students to ensure a safe and effective learning environment
3.1	Establish a safe and stimulating environment for pupils, rooted in mutual respect by demonstrating consistently the positive attitudes, values and behaviour which are expected of them	4.1	Have clear rules and routines for behaviour in the Learning Cloud and take responsibility for promoting good and courteous behaviour
3.2	Take responsibility for pupils' attainment, progress and outcomes and setting goals that stretch and challenge pupils of all backgrounds, abilities and dispositions	4.2	In line with Tute policy, set high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
3.3	Give pupils regular feedback, and encourage them to take a responsible and conscientious attitude to their own work and study by responding to the feedback	4.3	To be well practised in identifying and raising safeguarding concerns, following Tute's reporting policy always
3.4	Plan teaching to build on information shared and learned about pupils	4.4	Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
3.5	Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how to overcome these		
5	Fulfil wider professional responsibilities		
5.1	Make a positive contribution to the wider life and ethos of the business		
5.2	Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support and utilising support staff effectively		
5.3	Communicate effectively with customers and managers about pupils' achievements and well-being		
5.4	Active in improving teaching and learning through CPD, evaluation and feedback from others		
5.5	Act with the understanding that customers' perception of quality is holistic and that all responsibilities outside of teaching contributes to this e.g. admin, evaluation, communication		
5.6	Support the recruitment and retention of contractor teachers		

Part 2			
6	Maintain high standards of ethics and behaviour, within and outside Tute Education Ltd	7	Professionalism
6.1	Have proper and professional regard for the ethos, policies and practices of Tute and maintain high standards in their own attendance and punctuality.	7.1	Adhere to a smart, professional dress code and appearance
6.2	Display an understanding of, and always act within, the Tute effectiveness standards	7.2	Display Tute background banner with branding
6.3	Treat students with dignity, building relationships rooted in mutual respect, and always observing proper boundaries appropriate to a teacher's professional position	7.3	Use only a good quality headset and hard-wired internet connection that has been tested by Tute's IT team
6.4	Have regard for the need to safeguard students' well-being, in accordance with statutory provisions	7.4	Create and deliver resource in line with Tute guidance and ensure that it is uploaded 10 minutes before the lesson start time
6.5	Show tolerance of and respect for the rights of others	7.5	Use webcam effectively: off until students log on and address throughout the lesson, especially when questioning
6.6	Uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs	7.6	Use appropriate language/tone employed, respectful relationships evident
8	Communication		
8.1	Use Tute email for all communications using the correct channels, with Tute copied in to all communication with organisations		
8.2	Ensure any invoices are submitted on time using Tute documentation		
8.3	Store all documents and resources following Tute guidelines		
8.4	Give 48 hours' notice for any absence/cancellation/reschedule requests		

20 Appendix 2: QA process



21 Appendix 3: Expectations slide

Welcome to your tutè lesson

While your teacher is getting today's lesson ready, here's a recap on what we expect in lessons so that you can make great progress

Tute teachers will:	We expect you to:
<ul style="list-style-type: none"> ● Plan engaging lessons to help you make progress and grow in confidence ● Arrive early to lessons to greet you as you log in ● Make sure you know the standard of behaviour we expect from you ● Not tolerate any disrespectful behaviour ● Share your progress, engagement with your teachers after every lesson 	<ul style="list-style-type: none"> ● Attend all lessons on time and stay until the end ● Complete all work asked by your teacher ● Respect everyone in the Learning Cloud ● Let your teacher know if you need support ● TRY YOUR BEST!

Safeguarding

This means keeping you safe. It is our priority. We will always tell your school if we are concerned about your wellbeing.

Please remember... **do not share any personal information** during a Tute lesson or in Tute's Learning Base that could allow another individual to contact you, either online or offline, e.g.:

Address
Telephone numbers
Social media
Gaming handles

If you have any concerns about yourself or someone else in your class, let your teacher know or email safeguarding@tute.com

22 Appendix 4: Behaviour for Learning crib sheet

Behaviour for Learning

Key Information

Effective teachers are effective classroom managers, including online. Having strategies for effective classroom management is essential for creating a positive, successful learning space. Keep calm and carry on!

GOOD PRACTICE GUIDE	
<p style="margin: 0;">CREATE</p> <p style="margin: 0; font-size: x-small;">a secure, stimulating, in which effective learning can take place and where achievement is expected and valued by all</p>	<p style="margin: 0;">IDENTIFY</p> <p style="margin: 0; font-size: x-small;">levels of behaviour and ensure rewards and sanctions are fully experienced</p>
<p style="margin: 0;">HAVE</p> <p style="margin: 0; font-size: x-small;">the highest expectations of student behaviour to ensure that all students make outstanding progress</p>	<p style="margin: 0;">ENCOURAGE</p> <p style="margin: 0; font-size: x-small;">students to take responsibility for their own actions and act as responsible members of the class</p>
<p style="margin: 0;">ESTABLISH</p> <p style="margin: 0; font-size: x-small;">good working relationships and encourage mutual respect amongst all members of the class, including the teacher</p>	<p style="margin: 0;">PREVENT</p> <p style="margin: 0; font-size: x-small;">any form of bullying</p>
<p style="margin: 0;">ENSURE</p> <p style="margin: 0; font-size: x-small;">that you have read all policies and procedures and ask questions if you are unsure about anything</p>	
BEHAVIOUR CONTACTS	
<p style="margin: 0; font-size: x-small;">Rob Hughes Head of Teaching and Learning rob.hughes@tute.com</p>	<p style="margin: 0; font-size: x-small;">Vanessa Leach Deputy Safeguarding Lead and Managing Director vanessa.leach@tute.com safeguarding@tute.com</p>
<p style="margin: 0; font-size: x-small;">Phil Eastman Deputy Safeguarding Lead and Business Manager phil.eastman@tute.com safeguarding@tute.com</p>	
USEFUL LINKS	
<p style="margin: 0; font-size: x-small;">Behaviour policy Keeping Children Safe in Education (2018) and Working Together to Safeguard Children (2018)</p>	

MANAGING BEHAVIOUR

✓ DO	✗ DO NOT
Arrive early to lessons to greet students as they log in and to begin learning promptly	Tolerate any disrespectful behaviour
Set, promote and reinforce Tute behaviour expectations	Allow a student to distract others from the learning
Always remain calm	Make assumptions about your students
Deal with incidents by following the process	Embarrass a student
Give appropriate praise	Allow a student who has been removed to re-join the lesson
Update the progress tracker to reflect engagement	Take it personally
Make lessons engaging	Hold any grudges or carry anything into the following lesson
Report persistent behaviour that is not conducive to learning	Allow bullying
Be a good role model for behaviour	Treat students differently
Report all safeguarding concerns via the usual process	Be afraid to ask for help!

23 Appendix 5: Behaviour for Learning process

Behaviour for learning

Tute believes that behaviour and progress are intrinsically linked. Tute is therefore committed to creating a positive learning environment underpinned by high-quality teaching, aspirations for all, and a culture of praise, recognition and self-discipline. We expect everyone in our learning community to work together positively to create a calm environment where pupils and adults may work purposefully, feel secure, happy and confident.

Effective teachers are effective classroom managers, including online. Having strategies for effective classroom management is essential for a creating positive, successful learning space. Keep calm and carry on!

1

Set behaviour expectations

2

1st lapse:

- ✓ Explain to the student that behaviour is not acceptable, be specific about the behaviour
- ✓ Explain why the behaviour is not acceptable
- ✓ Inform the student that they are being issued a first warning

3

2nd lapse:

- ✓ Explain to the student that behaviour is not acceptable, be specific about the behaviour
- ✓ Explain why the behaviour is not acceptable
- ✓ Inform the student that they are being issued a second warning
- ✓ Explain to the student that they have a choice to continue the behaviour and be removed from the lesson or that they can follow the rules and keep learning

4

3rd lapse:

- ✓ Explain to the student that behaviour is not acceptable, be specific about the behaviour
- ✓ Explain why the behaviour is not acceptable
- ✓ Explain to the student that they made a choice to continue the behaviour despite chances to remedy
- ✓ Inform the student that they are being removed from the lesson and that their link person at the organisation will be notified

24 Appendix 6: High-level quality dashboard

