**QD27 Informal Observation**

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| **Name of tutor**: | **Name of observer**: |
| **Centre**:  | **Venue**: |
| **Course Title**:  | **Course Code**: **Session:** x of x |
| **Date of session**:**Time of Session**: | **Time of Visit**: start and end times |
| **Type of observation**: learning walk/peer observation/supportive learning walk/otherdelete as applicable |
| **People Present**: no of learners/SC/LSA/visitors | e.g. 7 learners1 volunteer helper |
| **Focus of observation**: e.g. new tutor/OTLA follow up/EPA prep |
| **Context of session**: Include a paragraph covering basic information such as learning objectives, supporting information about group. |

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| **Area** | **Specific** | **Yes, in place** | **Develop-ment action** | **Not seen** |
| **Curriculum** | Clear sharing of the learning objectives  |  |  |  |
| Session sequence is logical |  |  |  |
| Learning links made where appropriate |  |  |  |
| Learners are stretched |  |  |  |
| Learning is objective focused |  |  |  |
| **Teaching** | Misconceptions/misunderstandings corrected |  |  |  |
| Secure subject knowledge |  |  |  |
| Adjustments made to match learner need (including SEND) |  |  |  |
| Learning independence promoted |  |  |  |
| Questioning used for assessment |  |  |  |
| Cognitive load considered |  |  |  |
| Questioning develops and extends thinking |  |  |  |
| Assessment for learning evident |  |  |  |
| Learners know how to make progress |  |  |  |
| Feedback is precise and helpful |  |  |  |
| **Expectations / Aspirations** | Expectations are clear |  |  |  |
| Tutor expects learners to participate and engage in activities |  |  |  |
| Learners can talk about their learning |  |  |  |
| Collaboration between learners is promoted |  |  |  |

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| **Key elements of observed practice**: Include here evaluative comments about the key elements observed |
| **Area of good practice** | **Observed strength** |
|  |  |
|  |  |
| **Development Area** | **Development action** |
|  |  |
|  |  |
| **Developing good practice**: |
| **Tutor file checklist completed**: Yes/no | **Tutor file meets expected standard**: Yes/no |

**Signed**: **Observer**: **Date**:

Completed observation reports to be returned to participation.lifelong.learning@hants.gov.uk within 3 working days of the observation taking place.

Blue text is for guidance only and should be deleted prior to observation submission

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| Hampshire AchievesTutor’s Course File Checklist (Apprenticeships) | ü |
| Marked RegisterFor each session record attendance and punctuality. For paper registers these should be initialled and dated by the Tutor. |  |
| Information about the Course e.g., course information leaflet and/or flyer, this should include course aims (Intent), learning objectives, and progression opportunities.Apprenticeship Standard and Assessment Plan |  |
| **Learner Induction Checklist**(Signed by Tutor) |  |
| **Planning documentation** (Implementation)* Apprenticeship Agreements and Training Plan
* Curriculum Plan for duration of course showing session by session content and delivery methods.

Documentation should clearly identify:* SMART objectives
* Assessment; Differentiation; Resources
* Opportunities for promoting Health and Safety; Safeguarding and Prevent; & Equality and Diversity
* Embedding of English, maths, and British values (where appropriate)
* Curriculum plan review and evaluation (completed after each session).
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| **Confirm location of learner records:** Initial assessment results, Assessment results, Progression and 3-way reviews[Skills Forward](https://live.myskillsforward.co.uk/login/index.php?returnurl=https%3A%2F%2Flive%2Emyskillsforward%2Eco%2Euk%2F)* [Eportfolio | OneFile](https://onefile.co.uk/eportfolio/)
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| **Safeguarding & Prevent Tutor Checklist** * Completed checklist
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| **Health and Safety Classroom / Activity Risk Assessments*** Classroom risk assessment
* Safeguarding considerations e.g., classroom environment (face to face and/or online)
* Supported by centres own health & safety considerations/assessments

(Signed by Tutor, updated when appropriate) |  |