**Peer observation**

Peer observations provide both the observer and observee an opportunity for informal support and to learn from each other. The purpose of peer observations is to share best practice and build awareness of their own impact on teaching, learning and assessment. For this type of observation to be effective there needs to be reflection and feedback.

The benefits of carrying out a peer observation are;

* It supports reflective practice
* It allows for sharing of good teaching practices
* It enables tutors to gain new ideas about teaching
* It enhances their own teaching skills
* It will improve learner quality of the learning experience

Centre/Programme & Curriculum Team managers should assist tutors, where possible, in taking part in Peer Observations. These enable tutors to informally, but systematically, observe other tutors teaching, particularly those teaching in other subject areas.

Tutors participating in this activity are expected to reflect on their learning from observing other staff and to identify how their teaching skills will develop as a result. They should also give informal feedback to the person they have observed, making the process two-way. This would include areas to explore and areas of good practice.

As good practice, Centre/Curriculum managers should encourage all tutors to complete at least **one peer observation a year**. Peer observations are ungraded.

Peer observations can be used in the following ways:

1) following an action from an observation to see example of strong practice e.g., use of questioning for assessment

2) for personal development to develop own practice

3) to see example of training in practice

4) to gain insight into an area that they are weaker at

5) to develop knowledge and understanding of how different subjects approach RARPA/differentiation etc

A tutor can also request a peer to observe their own practice

* This is especially useful if trying out a new technique/approach
* Where the tutor is having difficulty with a particular aspect e.g., class management
* To gain feedback on use of recent training techniques

This allows a tutor to gain feedback which is not judged (graded) to assist with personal and professional development.

You can use our observation criteria to support you writing of your peer observation.

It is helpful to have a focus to your peer observation so that you can gain the most out of the experience and so that the person you are observing can ensure you observe the most appropriate session.



**Completing your peer observation record**

You should use HL27 or QD27 template to complete your record of the peer observation. These are available on the VLE under course templates.

**The top section:**

This sets the context of the observation.

|  |  |
| --- | --- |
| **Name of tutor:** | **Name of observer:** |
| **Centre: Hampshire Achieves** | **Venue:** |
| **Course Title:**  | **Course Code:** **Session \_\_\_ of \_\_\_ sessions** |
| **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 oflearners/SC/LSA/visitors | **e.g.,** 7 learners (4M 3F)1 volunteer helper |
| **Focus of observation: e.g.,** new tutor/OTLA follow up/EPA prep |
| **Context of session:** learning objectives, group typeInclude a paragraph covering basic information such as learning objectives, supporting information about group. |

For the section below mark off which elements you have observed, these are the key components of good teaching practice.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Area** | **Specific** | Yes, in place | No, not in place | 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/misunderstanding 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 is 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 |  |  |  |

|  |
| --- |
| **Key elements of observed practice:**Include here judgemental language covering the key elements of teaching learning and assessment. |
| **Area of good practice** | **Observed strength** |
| For a peer observation you would not be expected to complete this  | Give examples of good practice seen (what went well) |
| For a peer observation you would not be expected to complete this |  |
| **Development Area** | **Development action** |
| For a peer observation you would not be expected to complete this | Include the details of any recommended improvements (even better if) |
| For a peer observation you would not be expected to complete this |  |
| **Developing good practice:**Tutors are always open to new ideas and things to try, include here any hints or tips, suggestions, and ideas that the tutor can consider.  |
| **Tutor file checklist completed:** Yes/noFor a peer observation you would not be expected to complete this | **Tutor file meets expected standard:** Yes/noFor a peer observation you would not be expected to complete this |

**Signed: Observer: Date:**

Make sure you sign and date the observation.

Once you have completed the form make sure you re-read it and check for any errors and share this with the quality team (participation.lifelong.learning@hants.gov.uk) who will double check content before sharing with your line manager and the tutor observed.

**Learning from the experience:**

The following are reflective questions you could ask yourself to help identify what was working well.

* Did the session meet the learning objectives?
* How well was the use of questions used?
* Were there examples of differentiation?
* Were all learners involved in the session?
* Did the tutor make use of unplanned learning opportunities?
* Was the session engaging?
* Did the session link to previous learning?
* Were the activities successful?
* Were learners being stretched and challenged?
* Did the tutor encourage independence and problem solving? (Help learners find the answer themselves)

The following are enquiring question you could ask of the tutor to help with your own learning and understanding of the practice observed

* Why did you do the activity in that way?
* Had you done this activity before?
* What would you do differently next time?
* Tell me more about…
* What do you think went well?
* What did you think did not go well?
* Why did you decide to …?
* How do you plan to…? (Assess understanding/follow up on today’s session…)

For more information on peer observation, you could read the following pages

[Getting Started with Peer Observation (cambridge-community.org.uk)](https://www.cambridge-community.org.uk/professional-development/gswpo/index.html)