**Assessment of Quality of Education delivery**

The following statements indicate what is considered as best practice in Teaching Learning and Assessment and what is considered as poor practice and thereby not meeting Hampshire Achieves minimum expected standard.

Outcomes for observations of teaching learning and assessment are:

* Tutor meets or exceeds expected standard of teaching learning and assessment
* Tutor needs further support to achieve minimum expectations, reobservation needed

When reviewing which outcome is appropriate based on the practice observed and the criterion provided you should also consider the following.

Tutor needs further support to achieve minimum expectations, reobservation needed

* Safeguarding concerns
* Health and safety concerns
* RARPA not fully implemented
* Major areas of development required (e.g. assessment)
* Significant number of improvement areas identified (not just relating to documentation)

Other indicators that the tutor needs further support include;

* No clear identification of learning.
* Limited or no checking of learning (assessment).
* Poor classroom management.
* Session lacks planning and direction – LO not clear.
* Learners are confused by instructions and not making progress.
* Tutor is not responsive to the needs to the learner (no ILP, work not challenging, no or limited differentiation).
* Curriculum knowledge is poor (reliant on notes, unable to confidently answer questions from learners).

Tutor meets or exceeds the expected standard we would expect there to be;

* Small/moderate areas for improvement or no actions for improvement
* Minor areas requiring improvement/development

**Criteria to support and inform observation outcome- quality of education.**

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| **Area** | **Sources of evidence** | **Exceeds expectation** | **Meets expectations** | **Below expected standard** |
| --- | --- | --- | --- | --- |
| Subject expertise | Response to questions  Response to misconceptions  Delivery of planned content | Tutor has a high-level expert knowledge of the course they teach. The Tutor confidently handles the full range of the subject content. The breadth and depth of their knowledge enthuse the learners and contributes to a very stimulating and engaging session | Tutor has expert knowledge of the course they teach.  Tutor present information and/or demonstrate skills clearly, promoting appropriate consideration of the subject matter being taught. | The tutor is not confident in the delivery of subject.  Learners may be confused by unclear or muddled explanations. |
| Appropriateness of Content | RARPA (where appropriate)  Differentiated outcomes | Content is highly differentiated and tailored to learner needs offering stretch and challenge to learners | The lesson content is appropriate to the group and does not lower expectations  Cognitive load is considered  Adjustments are made to match learner need  Learners are stretched | No evidence of using initial assessment to provide material to suit learners needs.  The work is not set at the correct level for learners (too hard or too easy) with no level of challenge. |
| Sequence of learning | Planning docs  Recap of learning  Intro to session  plenary | Clear linking to previous sessions which are built upon | There is a logical sequence to the session  Links are made to previous learning where appropriate  Opportunity for retrieval practice is evident | Session is muddled with no clear focus.  Little or no reference to previous learning |
| Clarity of purpose | LO  Intro to session | Learners are very aware of the content of the session and what they are expected to achieve. They understand how this links to previous sessions.  Clear referencing to success criteria is made throughout | Learners are aware of session content and what they need to do to achieve in the session | Most or all learners are unclear about what they will be learning in the session.  LO are not shared. |
| Communication skills | Learner engagement  Task completion  Tone and pace  Clearness/audible  Active listening | Communication skills enthuse learners, enabling progress and participation in session | demonstrates good communication skills | Learners are confused as to what is expected of them in relation to set tasks.  Learners are disengaged from the session |
| Assessment of learning | Types of assessment methods used  How effective these are  HL/QD16b | A wide variety of assessment methods are used, enabling all learning to receive feedback on their progress  Assessment records are detailed and demonstrate the learning journey well/ | Assessment methods are used systematically to suitable assess against the learning objectives  Assessment records are up-to-date and show learner progress | No or little assessment of learning takes place.  Not all learners are having their learning assessed  There is limited or no recording of assessment |
| Questioning skills | Style of questions posed  Level of learner response | Higher level questioning skills are used to assess all learners understanding. Questioning is used effectively to help learners elaborate on their answers, and provide stretch and challenge  Questioning develops and extend thinking | Good questioning skills, using a variety of techniques to check learning. | Questions is unfocused, undirected, or not used.  Lower-level questioning techniques used where only a few learners contribute/respond |
| Feedback to learners | Learner ability to correct work  Learner response to feedback  Learners seeking out feedback  Correction of misunderstandings | Tutor checks learners’ understanding systematically, and frequently, identify misconceptions and provide clear, direct, and effective feedback. In doing this, they respond and adapt their teaching as necessary  Feedback is precise and helpful, allowing learners to correct and improve their work | Tutor checks learners’ understanding systematically, identify misconceptions and provide clear, direct feedback.  In doing this, they respond and adapt their teaching as necessary.  Learners know how to make progress | Feedback is not always clear or useful to the learner.  Checking of learning is not sufficient to ensure learner progression in the subject. |
| Active learning | Engagement and participation  Selection and use of resources  Collaborative work  Peer support  Participation of learners  Passivity of learners | Tutors create highly supportive learning environments where learners are encouraged to experiment with new knowledge and explore the subject further, + beyond the course objectives  High level of independence is encouraged with learners, who are encourage to problem solve and apply their new learning.  Peers support each other within tasks | Tutor promotes group work and collaboration  Learners are actively engaged in learning  Learner behaviour contributes to the focus on learning.  Active learning is evident | Learners reliant on the tutor to lead and direct tasks.  Session is tutor focused or didactic  There is limited opportunity for paired or group work.  Learners are passive in their learning.  There are no opportunities for learners to demonstrate or show their knowledge/skill |
| Classroom management | Management of disruptive learners  Response to disengagement  Management of dominant learners  Use of support staff | Actively + promptly responds to learners not engaging, in a supportive and encouraging manner  Learners are highly engaged and involved in the session with active learning evident  All learners are able to contribute and be involved in session, with confident learners managed well | Tutors create supportive classrooms focused on learning  Majority of learners engage/participate in the planned activities.  Encourages all to participate but does not directly target disengaged learners. | Learners are passive in their learning, with limited or no engagement  Poor or no response to passive learners.  Learners are not focused on tasks.  Session digresses to non-learning activity. |
| Curriculum planning\* | RARPA toolkit |  | All documentation is completed so that it supports the delivery of the course, ensuring it is adapted to individual needs of learners | No course/session reflection  No use of initial assessment to support planning of a tailored curriculum.  No evidence of progress and achievement is monitored |

**Additional areas to note for observation of online delivery**

| **Area** | **Exceeds expectation** | **Meets expectations** | **Below expected standard** |
| --- | --- | --- | --- |
| Management of technical difficulties | Tutor manages technical difficulties well, with confidence. Learners are very aware of what to do in cases of technical difficulties | Tutor manages technical difficulties with minimum disruption to learning | Response and management of technical difficulties severely affects learner experience and ability to learn online |
| Management and use of breakout rooms | Breakout rooms are used with high success and managed effectively to support learning. Thoughtful consideration is given to their use and division of learners | Breakout rooms are used purposely and effectively to enable paired or group work | Poor use of breakout rooms: Management and use of breakout rooms is not smooth and takes unnecessary time  Too much time is taken up with tutor trying to organise the rooms |
| Promotion of sense of community | Innovative use of opportunities to promote group cohesion. | Learners are given opportunity to share individual thoughts/achievements with the group.  Good use of breakout rooms to support learner to learner interaction | Limited or no group activities to support learner interaction with others |
| Accessibility of digital content | All learners can use and access the tools within the session which support learning and engagement. Tutor confidently supports all learners in their use and has taken account of devices being used by learners and learner digital skills. | All able to access tools, where difficulties are encountered the tutor uses alternatives to provide an inclusive learning environment. | Not all learners can use the selected tools within the session, affecting participation and contribution of learners.  No support or alternative are provided for these learners |

In addition to criteria that relates specifically to the quality of education you might also observe elements of practice that relates to ‘Behaviour and Attitudes’ and ‘Personal Development’

**Behaviours and attitudes**

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| --- | --- | --- | --- | --- |
| **Area** | **Sources of Evidence** | **Exceeds expectation** | **Meets expectations** | **Below expected standard** |
| Attendance and punctuality | register | Attendance is excellent with no unplanned absences.  Learners are punctual and ready to learn before or at the start of the session. | Few absences which have reasons given to the tutor.  Learners are usually punctual. | Attendance in inconsistent with frequent unexplained absences  Learners are not punctual and unprepared for lessons. |
| Attitude to learning | Engagement  Interaction with tutor  Completion of home learning | Learners demonstrate a high level of commitment and attitude towards their learning such as engagement in additional curriculum activities,  Learners have an enthusiasm and appetite for learning. | Learners have positive attitudes to all within the classroom environment.  Learners complete all elements of work set, including activities outside of the session.  Learners have positive attitude towards the course. | Learners are not committed to their learning, with little independent work taking place |
| Respect + behaviour | Interaction with tutor and other learners  Language used | Learners have a very high respect of each other and the learning environment.  There is no disruptive behaviour. | Respectful culture, safe environment.  There are few if any disruptive behaviours | Learners do not always demonstrate respect through their use of language or behaviour e.g., talking over one another |

**Personal Development – evidenced through implementation of activities and response to unplanned opportunities**

| **Area** | **Exceeds expectation** | **Meets expectations** | **Below expected standard** |
| --- | --- | --- | --- |
| Prevent and British Values (BV) | Knowledge and understanding of other cultures and beliefs are actively promoted.  Opportunities to promote BV are well planned and BV is clearly communicated to learners | Tutor refers to BV within course planning and session where appropriate. | BV not promoted at appropriate opportunities. |
| Progression and next steps | All learners are supported to make informed choices about their next steps.  The tutor encourages all learners to aim high.  Tailored and group advice and guidance are given. | Learners are given suitable advice and guidance to make decisions about their next steps. | Support is not provided to help learners progress and make choices about their next steps. |
| Employability – English and maths | The tutor addresses the math and English needs of learners and works creatively to overcome individual barriers to learning.  Activities to develop these skills further are skillfully planned and executed. | Opportunities are used to develop learners E+M skills, including subject specific terminology | Tutor misses opportunities to promote the English and maths skills of learners |
| Employability - ICT | Purposeful activity built into the course to support learners in developing their digital skills | Promotes the benefits of technology and support learners in its use | Few or no appropriate opportunities are provided to encourage the use of digital skills |
| Safeguarding | Learners know how to report safeguarding concerns.  Learners have an excellent understanding of how to stay safe online.  Key safeguarding messages are actively promoted. | Learning environment is emotionally and physically safe.  The tutor actively promotes safety and wellbeing of learners. | There is evidence of bullying and or discriminatory behaviour of learners or tutor which is not effectively managed |
| Health and Safety\* | Learners behave in ways that support safety, are proactive in minimising the risk of harm or injury to each other. | The learning environment is physically safe. Learners comply with safety messages and expectations  Risk assessments are in place and followed | Learning environment has unrectified hazards that could harm learners  Risk assessments are not completed and implemented fully |
| Equality, diversity, and inclusion | Proactive promotion of EDI in the selection and use of session materials.  Learners are encouraged (as appropriate) to draw on their own experiences.  Diversity is valued and promoted. | The tutor is sensitive to EDI and actively promotes an inclusive learning environment. | The tutor is unaware of EDI issues and does not promote full participation by all learners.  Tutor does not challenge discriminatory comments/behaviour. |
| Health and wellbeing | Tutor actively and effectively plans activities that promote and enhance learner wellbeing and health, expertly using the curriculum to embed wellbeing. | Opportunities are taken to promote wellbeing and self-care within the sessions. | Opportunities to promote health and wellbeing are missed. |