**Observation of**

**Teaching, Learning and Assessment**

**Report Guidance Notes**

Hampshire Achieves and Hampshire Learns

|  |  |
| --- | --- |
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| Reviewer(s): | Wendy Scott |

**We are not watching the teacher but watching the impact of a teacher**

**(Hattie 2019)**

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# 1.0 Introduction

**1.1** The purpose of observing teaching, learning and assessment is to provide support and assessment of the tutor’s ability in supporting the learning process.

These guidance notes are designed to give helpful hints and tips on what you should/need to consider under each heading when completing your report. Observers should complete their QD25/HL25 form with evaluative judgements and descriptive evidence and then use the descriptors (appendix 5) to provide them with guidance on the overall outcome using the best fit approach.

All formal observation are ungraded observations, with observation outcomes as

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

You should make sure that you are familiar with the OTLA policy, which details specific actions to follow, including what to do if a tutor does not meet the minimum expectations.

Please complete the report addressing it to the tutor (first person)

## Preparation for Observation

You should have been provided with the curriculum plan in advance of your observation. Please make sure you have looked at these prior to the observation wherever possible.

# Completing the top section of the report:

Where applicable:

* Include the date of the tutors most recent observation
* Please note for new tutors the initial observation will be classed as a supportive learning walk and HL/QD27 should be used.
* Once a supportive learning walk has taken place the tutor will have their first formal observation planned for later in the academic year, ideally within 6 weeks of their initial supportive learning walk.
* Level of course, please record:
	+ For course with a qualification -Pre-entry / Entry / L1 / L2 / L3
	+ For non-qualification courses- Beginner / Intermediate / Advance
* Age: Please record the age range of learners using the following; 14-16 / 16-18 / 19+.
* Programme type, please record: Hampshire Learns (ACL) including the funding stream (Thrives or Works)/ Traineeship / Supported Internship / Apprenticeship or Adult & Community Learning (ACL)

For Hampshire Achieves internal observers; you will have been provided with some of the above information in your OTLA email confirmation.

# Context of session

Please give a summary of:

* what the session is about (the intent)
* what the session is meant to achieve
* include the aim and objectives recorded on the curriculum plan
* other relevant aspects not included in the main sections of the report e.g., summary of learners (if appropriate)

# Evaluation of session with evidence to support outcome

Although reports will not be graded the tutor and others reading the report should still be able to see where the tutor strengths and weaknesses are.

To support this your report should still contain evaluative language. In each of the following sections consider the quality of what you are observing, for example, ‘There was excellent learner engagement and participation’ this should be followed with evaluative comments which provide **evidence to support the statement**.

NB suggestions within the following sections are neither definitive nor exhaustive. They are designed to be helpful and give hints on what to consider under each heading when completing your report.

## 4.1. Quality of Teaching, Learning and Assessment

Record in this section the implementation of the planned delivery and learning activities, focusing on the learning journey.

There should be a focus on the IMPACT of the teaching, learning and assessment and should not be a narrative description of what the tutor was doing.

You should consider the key themes within the EIF inspection handbook and current pedagogy for example

* Long term memory strategies, including retrieval practice
* Sequencing of learning
* Cognitive load
* Scaffolding
* Use of questioning

In this section of the report the observer is to record the learners’ learning NOT what the tutor is teaching.

### 4.1.1 Teaching

* How suitable is the content?
* How well planned is the session?
* Are the activities appropriate to the LO?
* How well does the tutor communicate with learners?
* Is there a variety of activities to engage learners?
* How well does the session flow? (sequencing)
* Is the tutor demonstrating a measurable level of subject knowledge?

“The subject knowledge demonstrated by the teacher, was strong, which was used to extend learning for those who needed it”

### Learning:

* Level of active learning
* Evidence of engagement/participation e.g., learners asking questions, learners making notes, collaboration between learners, completion/progress of task.
* Reinforcement activities to promote long-term memory
* Suitable level of activity
* Have individual needs been considered? How?
* Are learners being stretched? Is the tutor using scaffolding?
* Level of response to learner questions
* Evidence of application of learning (product, task, discussion)
* Suitability of tasks/resources to learner needs (taking into account cognitive load)
* Are learners showing additional gains e.g., in confidence/soft skills, participation in events, exhibitions etc.?

### 4.1.3 Assessment

* What assessment strategies are being used to check learning?
* Use of questioning
	+ open/closed
	+ asks questions that demand a higher order of thinking
	+ prompts for further responses
	+ distributes questions around the class
	+ pauses/waits for learner responses
	+ acknowledges response, gives praise
	+ builds on learners’ responses even if they are wrong
	+ learners ask the tutor questions
	+ learners question each other
	+ Is questioning used to inform knowledge and understanding?
* Feedback to learners –
	+ how well does the tutor correct misconceptions?
	+ How useful is the feedback to the learner?

### 4.1.4 RARPA (learner journey)

* Is there evidence of initial and/or diagnostic assessment?
* How has initial assessment been used?
* How is the learner assessed to determine their starting point?
	+ - Comment on how the information is used to support the learner to achieve their personal and course goals.
* Is there evidence of feedback?
	+ - Tutor provides feedback; learners provide feedback to each other. The tutor provides specific suggestions on improvement, informs progress,
		- Feedback given verbally/on learners work/ILP GLP records.
* Is there evidence of self-assessment?
	+ - Learner self-assessment, peer assessment, self-monitoring, self-evaluation.
* Is there evidence of formative assessment?
	+ - How is formative assessment used by tutor/learner to determine where the learners are in their learning and how to achieve learning goals, what formative assessment is used?
* Is there evidence of summative assessment?
	+ - How is summative assessment used by tutor/learner to determine a measurable outcome if a goal has been achieved, what summative assessment is used?
* Is there evidence of recording achievement and progress?
	+ - How is achievement recorded? o
		- How is progress recorded?
		- How is this used to inform planning?
		- Comment on the use of ILPs, is evidence used to support learners to achieve their personal and course objectives

## 4.2 Behaviours and Attitudes

### 4.2.1 Attendance and punctuality

Please comment on learner attendance and punctuality:

* review the register for attendance and punctuality and record original, current and number attending this session in the appropriate boxes
* note what mechanisms / follow up procedures are in place to address poor attendance and punctuality
* record known information about attendance issues, e.g., patterns of attendance linking with persistent absence punctuality, learner lateness, reasons patterns.

Consider the following questions;

* does learner attendance and punctuality indicate commitment to learning?
* does this link classroom behaviour with issues of progress and achievement?

Example of documenting punctuality as below:

“The poor punctuality of a learner was challenged well: learners who were late were quickly integrated and there was no disturbance to the rest of the group”

### 4.2.2 Attitude to learning

* do learners have a positive attitude to learning?
* are they persistent in the face of difficulties?
* are they committed to their learning?
* do they complete tasks well?

### 4.2.3 Behaviour

* Do learners embrace cultural diversity and show respect for each other’s beliefs and differences?
* Was there any disruptive behaviour? Over dominance of learn(s)
* Do learners follow health and safety procedures such as use of PPE, safe use of tools etc.?

Comment about learner’s behaviour to one another, do learners respect each other and listen when one is speaking, how do learners respond to culturally different topics or discussions

## Personal Development

Make sure you include here any example of how EDI is promoted to learners and also for learners.

* How well is health and wellbeing promoted?
* Are opportunities to promote equality and diversity used?
* What are the learners understanding of Prevent / British values (where appropriate) - see Appendix 1 re suggested questions to ask learners
* Do learners understand safeguarding, and know how to report any concerns?
* Comment on the embedding of English, maths, and ICT where appropriate
* Information to support next steps/progression

## Safeguarding

Please comment on whether or not safeguarding arrangements are effective and adhered to.

* Are safeguarding posters and information clearly displayed for learners
* Does the curriculum plan identify how safeguarding will be promoted
* Were there any safeguarding concerns within the session? (if so please follow reporting procedures)
* Did the tutor manage learner behaviour to ensure safeguarding? (e.g. response to comments)

# Learner comments

Please include any comments you have noted following conversations with learners, any ad hoc comments learners have made about the impact the course is having on them.

See appendix 1 for suggestions of appropriate questions to ask learners

See section 15 on gathering learner comment for online observations.

# Tutor comments/record of tutor discussion

Please include any comment you have noted following conversations with the tutor (see appendix 2 for suggested questions)

**Please make sure that you ask how they are promoting British values and safeguarding within the course**

# Summary of Strengths

In this section you should include key examples of good practice, these should be based of the evidence in earlier sections e.g.

You should start by giving the area as categorised within the outcome guidance

e.g.

|  |  |
| --- | --- |
| classroom management | The contribution of a dominant learner was well managed ensuring they did not take over. |

Please note that good tutor knowledge is not normally a strength but the norm.

Please note how any strengths could be shared to disseminate good practice.

# Examples of best practice to share

Add in examples of good practice seen that should be shared with wider team (team meetings, updates, standardisation)

If there were no examples worthy of sharing on a wider platform then please remove this row.

# Development Actions

Extract all identified areas requiring improvement from the body of the report

You should start by giving the area as categorised within the outcome guidance.

You should add additional rows as necessary.

|  |  |
| --- | --- |
| **Development Area:** | **Development Action:** |
| Assessment of learning | Use a greater variety of assessment and feedback methods to check knowledge and understanding so students know they are making progress. |

There may be occasions where there are no development actions, however we would still expect you to record suggestions under the developing good practice section, to support the tutor to further develop their good practice.

Further Examples of actions

|  |  |
| --- | --- |
| **Development Area:** | **Development Action:** |
| Clarity of Purpose | Share and make clear the intent of the course and or session to promote target setting and goals. |
| Appropriateness of content | Evidence that the course and the session is planned and sequenced to ensure learners build on their previous knowledge and skills |
| EDI | Embedding EDI into planning and teaching. |
| Prevent & BV | Embed BV into planning and teaching |
| Safeguarding  | Ensure all learners are aware of class ground rules for online learning environment |
| Employability E&M | Use activities and resources that support the development of English and/or Maths skills. For example, with a food label activity you could ask for number of calories within a portion size |
| Appropriateness of content | Document and develop personalised learning within planning, teaching, and assessment to support students’ individual learning needs. |
| Active Learning | Encourage independence, and confidence, by asking learners to pair and share their answers |
| Employability ICT | Use digital resources, activities and methods in the class and between sessions for example setting them a wordwall activity to complete. |
| Classroom management | Develop classroom management, by reminding learners of the course agreement, and challenging lateness (asking for reason) |

# Developing good practice

In this section there should be suggestions for the tutor to reflect on, such as resources, methodologies, strategies. The aim of this sections is not to judge but to encourage the tutor to be even better still. For new and inexperienced tutors, it could include hints and tips or ideas to try

# Actions for Centre Management/Curriculum Manager

Should there be actions needed that are beyond the control of the tutor please note these here such as;

* Comments relating to the learning environment
* Course information leaflet
* Enrolment of learners

# Tutor course file checklist

You should review the tutor course file using the checklist at the end of the observation report

Please indicate whether you have reviewed the tutor file and completed the checklist.

Any improvements needed should be documented in the recommended actions for improvement to practice section.

#  Actions from previous observation

If the tutor has previously been observed, you should review the actions and comment on any changes to practice.

Should actions from previous observation not be completed then include these in ‘development actions’

* record all actions from previous observation and/or quality review
* record how previous actions have been addressed

You should also consider the impact of these unaddressed actions on whether or not the tutor required additional support

# Observation Outcome

Provide an overall TLA outcome for the session observed

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

Please refer to the OTLA policy and procedure for actions to take should the observation fall below the expected standard.

Finally, before submitting your report please check all sections have been completed, proofread, and correct any spelling, grammar and/or formatting errors.

Sign and date your report and return to skills.participation@hants.gov.uk within 3 working days of the observation taking place.

#  Supportive Learning Walks

Supportive learning walks will take place for new tutors (or those with a long break in teaching) to allow them to develop their skills and practices before a formal observation takes place, you should use QD27 or HL27 to record these observations (these replace developmental observations).

The aim of these observations is to help the tutor develop – this means that they should have a different feel to formal observations, as they are written towards the needs of the new tutor.

Feedback on a supportive learning walk for new tutors should be longer than a formal observation. There should be more time for reflection and discussion on practice.

You should also be able to make suggestions of alternative ways to do things. “Have you thought about...?” “Have you considered...?”

Where an experienced tutor is delivering online for the first time, they will have an informal observation completed (using HL27). The purpose of this is to support the tutor in adjusting to a change in delivery method. This informal observation should focus on using the online platform and should be helpful and not judgmental.

(see page 28 for guidance on completing the informal observation form)

# Online Observations

Many providers are delivering learning online. The report for formal online observation follows the same format as face-to-face delivery.

For the tutor there is a marked difference in delivering a course face to face and online. Different tools and strategies will need to be used to engaged and assess learners. The principles of teaching, learning and assessment should be evident in all mediums of delivery.

The Provider should provide you with the necessary links to access the session.

The tutor should be provided with the following in advance:

* Scheme of work
* Session plan
* Resources that are planned to be used
* Details of any contact that is made outside of the session
* Records of learner progress
* The platform being used
* The types of devices learners are using to access the course (due to impact on functionality of platforms)

Tutors will have been asked to let you into the session before the learners so that

1. You can introduce yourself
2. Arrange how you will provide feedback

When learners join the session, we recommend that you are muted, and camera is turned off so that learners are not distracted by yourself.

## Speaking with learners

With shorter online sessions than in face-to-face delivery it may not be possible to speak with the learners, if this is the case then please note this in the learner comment box. Any dialogue with learners should not impact on learning negatively (i.e., take up learning time) If the tutor is able to facilitate an opportunity for you to ask learners questions, you should turn your camera back on so learners can see who they are speaking to.

Alternatively, you could ask learner questions using MS Forms or similar, this can be added to the chat, or the tutor can send out to learners on your behalf.

## Tutor feedback

If you are giving feedback at the end of the session, then please do use camera.

# Appendix 1: Sample questions to ask learners

You may have a standard set of questions to ask of learners, or questions may arise from viewing the learner portfolio, or you may want to pursue a particular line of questioning following something you observed e.g., around Prevent/British Values; English & maths and Equality and Diversity and or Cultural Differences.

Examples of questions you may want to consider asking learners:

* Do you know what the course objectives are, and do you have any individual or personal goals?
* Do you feel you have made progress?
* Are you on track to achieve? How do you know?
* What can you do now that you could not do at the start of the course?
* What do you particularly like about the course?
* Have you gained any additional knowledge or skills?
* Do you feel you are able to ask and answer questions in the class?
* Have you gained any additional skills in English and maths? If so, what?
* Do you feel that this is an inclusive class?
* Have you covered British values, PREVENT whilst on this course? If so, how?
* Have you learnt about other cultural differences? If so, what?
* Do you like the venue – is it easily accessible, safe?
* Is there anything you would change about the course? If so, what?
* What are you going to do next?
* What progression options have been explained to you?
* What would you do if you felt unsafe?
* What is the aim/intent of the course?

# Appendix 2: Questions to ask tutors

**Questions to consider relating to Education Inspection Framework**

Did the sequencing of the content work?

**Intent**

How could you improve the learning objectives to ensure clarity of planned course?

How could you have made the intent of the session clearer?

How do you set out the session/course intent?

**Implementation**

How have you used the initial assessment to meet learner needs?

How could you challenge the more able learners?

Would you change any sequencing of the course?

How are you building on learner starting points?

How could you have handled that on another occasion?

Talk to be about…?

Could you have…

* + Written more on the whiteboard
	+ Used a different handout/resource
	+ Asked a learner to…demonstrate/explain/identify

Have you thought about…?

* Changing the size/colour/font as this might….
* Using a different article

Is that typical for this group/individual?

Do you think some found it difficult? Why was this? What could you have done to support them?

What are the next steps for learners?

Why did you do it X way?

What would you like to be able to go back and change?

**Impact**

How do you know learners are making progress?

What do you think the group have learnt during the session?

‘What did you think of the learning in that session?’

‘How much progress would you say that the learners made in this part of the session?’

In which part of the session did the learners make the most progress? How did you know this?’

 Were any learning objectives not achieved? Why?

 How are you recording learner comments/progress?

**Other – personal development**

How have you covered British values and safeguarding?

How are you meeting individual needs?

How do you promote knowledge and understanding of different cultures?

# Appendix 3: Safeguarding & Prevent: Guidance for Observers

Observers: To support our Safeguarding and Prevent Action Plan and Quality Improvement Plan, please consider the following points when carrying out observations, to support the improvements:

|  |  |
| --- | --- |
| **Tutor Self-Assessment Checklist** This document would provide evidence of good practice; we have not made this a mandatory document but if you come across it, please do record that in your reports & possibly request a copy.  | Document located on the VLE Safeguarding & Prevent page  |
| **The Prevent Strategy** We are looking for evidence that tutors are introducing the Prevent strategy to their learners; as part of the training we provided, tutors were advised to introduce this as part of the induction process; and we would expect to see this evidenced in: * Learner Induction Checklist
* Curriculum plan
 |
| **Prevent Embedded in Curriculum** We would expect tutors to take opportunities to discuss the Prevent strategy with their learners or introduce as part of their curriculum plan; in the event of an incident locally or nationally tutors should highlight the importance of Prevent.  |
| **Promotion of British Values** OTLA reports should provide evidence that tutors are referring to British values, where appropriate; and we would expect to see this evidenced in: * Curriculum plan
* Resources
 |
| **Posters & Resources (provided by HA)** These have been shared with tutors and it would be useful to record as part of your OTLA report that you have seen these in the classroom.  |

# Appendix 4: Evaluative Words

Here is a list of evaluative words that observers may find useful when writing an OTLA report. This is not an exhaustive list, but one observer’s can add to.

**Words associated with strengths**

* Accurate
* Activity promotes
* Committed
* Competent
* Comprehensive
* comprehensive range of...
* Consistent
* Consistently high
* Constructive
* Correct
* detailed evidence of...
* Effective
* Enthusiastic/ enthuses
* Excellent
* Exemplary
* Good
* High quality
* Highlights opportunities for
* Highly detailed
* Highly effective
* Inspire
* learners actively involved
* learners enthusiastic and show initiative
* Outstanding
* Productive
* Promotes
* Relevant
* Significantly enhances learning
* highly engaging
* high expectations
* manages effectively
* highly personalised...
* Skilfully planned
* Strong
* Successful
* Supportive
* Tailored support/guidance
* Thorough
* Well-established
* Wide and varied

**Neutral Words**

* Acceptable
* Adequate
* Appropriate
* Clear
* Effective
* Fair
* Sound
* Satisfactory
* Sufficient
* Suitable

**Words Associated with Weaknesses**

* Acceptable level of...
* Adequate management of ...
* Attempts to address
* confusing
* Cursory
* Destructive
* Difficult
* Dull
* Fail
* Inadequate
* Inappropriate
* Inconsistent
* Indecisive
* Ineffective
* Insufficient
* Lacking
* Learners are not clear on...
* Learners lose interest
* Limited
* Little or no attempt to...
* Little or no…
* Mainly clear expectations
* Most participate
* Narrow
* Negative
* Not confident in discussing …
* Passive learners
* Poor
* Satisfactory range of...
* Slow
* Some evidence of...
* Sufficient identification
* Unacceptable
* Unclear
* Unimaginative
* Unreliable
* Unsatisfactory
* Vague
* Weak Some effective

# Appendix 5: Quality of teaching indicators

Use these descriptors in conjunction with the guidance notes to assess the different aspects of a session.

* Only make comments and assessment about aspects of ***Learning, Assessment*** *and* ***Teaching*** relevant to the session you have observed and for which you have gathered substantial evidence through observation.
* The **statements** are generic and apply to most teaching and learning situations. However, in your report you should include some ‘subject specific’ examples to enrich your assessment. E.g., instead of skills use acting skills, drawing skills, listening skills, using a calculator etc. Instead of the use of resources stimulates learners you could use the use of colourful images, the use of up-to date computer programmes, the use of extracts from foreign TV adverts etc.
* The statements in the second column represent the minimum teaching and learning standards required by Hampshire Achieves.
* Observers should complete their HL25 or QD25 form with evaluative statements and descriptive evidence and then use the descriptors below to provide an overall outcome using the **best fit approach.**
* In most cases you will have a mix of judgments in your report reflecting different grades. In your report consider the balance of strengths, satisfactory aspects, and major areas for improvements (those that have a clear impact on the learning and the learners) to decide on an overall grade.
* Please note that there are additional indicators relating to online delivery.
* These indicators relate to the teaching standards provided by SET, core aspects from the Ofsted guidance and indicators from HOLEX digital skills.

 **Quality Indicator Areas 2022-23**

 When categorising strengths and weaknesses please only use the categories in the table below.

In most circumstances having ‘safeguarding’ and/or ‘health and safety’ as an action would result in the tutor requiring support to meet the minimum standards.

‘Curriculum planning’ is only applicable for actions not strengths.

For the rare occasions when an action does not fit any of the predetermined categories you can use ‘other’. Other should not be used for strengths.

|  |  |  |
| --- | --- | --- |
| **Quality of education** | **Quality of education (online)** | **Personal development** |
| Subject expertise | Management of technical difficulties | Prevent and British Values (BV) |
| Appropriateness of Content | Management and use of breakout rooms | Progression and next steps |
| Sequence of learning | Promotion of sense of community | Employability – English and maths |
| Clarity of purpose | Accessibility of digital content | Employability - ICT |
| Communication skills |  | Safeguarding |
| Assessment of learning | Equality, diversity, and inclusion |
| Questioning skills | **Behaviours and attitudes** | Health and wellbeing |
| Feedback to learners | Attendance and punctuality | Health and Safety |
| Active learning | Attitude to learning |  |
| Classroom management | Respect + behaviour |
| Curriculum Planning |  | Other |

**Criteria to support and inform observation outcome - Quality of Education.**

| **Area** | **Sources of evidence** | **Exceeds expectation** | **Meets expectations** | **Below expected standard** |
| --- | --- | --- | --- | --- |
| Subject expertise | Response to questionsResponse to misconceptionsDelivery 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 expectationsCognitive load is consideredAdjustments are made to match learner needLearners 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 docsRecap of learningIntro to sessionplenary | Clear linking to previous sessions which are built upon | There is a logical sequence to the sessionLinks are made to previous learning where appropriateOpportunity for retrieval practice is evident | Session is muddled with no clear focus.Little or no reference to previous learning |
| Clarity of purpose | LOIntro 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 engagementTask completionTone and paceClearness/audibleActive 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 usedHow effective these areHL/QD16b | A wide variety of assessment methods are used, enabling all learning to receive feedback on their progressAssessment records are detailed and demonstrate the learning journey well/ | Assessment methods are used systematically to suitable assess against the learning objectivesAssessment 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 posedLevel 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 challengeQuestioning 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 workLearner response to feedbackLearners seeking out feedbackCorrection 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 necessaryFeedback 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 participationSelection and use of resourcesCollaborative workPeer supportParticipation of learnersPassivity 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 collaborationLearners are actively engaged in learningLearner 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 learnersResponse to disengagementManagement of dominant learnersUse of support staff | Actively + promptly responds to learners not engaging, in a supportive and encouraging mannerLearners are highly engaged and involved in the session with active learning evidentAll learners are able to contribute and be involved in session, with confident learners managed well | Tutors create supportive classrooms focused on learningMajority 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 reflectionNo 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 timeToo 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**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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 absencesLearners are not punctual and unprepared for lessons. |
| Attitude to learning | EngagementInteraction with tutorCompletion 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 learnersLanguage 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 expectationsRisk assessments are in place and followed | Learning environment has unrectified hazards that could harm learnersRisk 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. |

# Appendix 6: Tutor file checklist

|  |  |
| --- | --- |
| Hampshire LearnsTutor’s Course File Checklist | ✓ |
| Marked Register(For each session record attendance and punctuality and initialled and dated by the Tutor) electronic or paper based |  |
| Information about the Course e.g., course information leaflet and/or flyer, this should include course aims (Intent), learning objectives, and progression opportunities. |  |
| **Learner Induction Checklist**(signed by Tutor) |  |
| **Planning documentation** (Implementation)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)
* Session plan review and evaluation (completed after each session)
 |  |
| Recognising and Recording Progress and Achievement (RARPA) (Impact)This includes:Recorded detail on individual learners, including outcomes of initial assessment, prior knowledge, and skills, learning style and additional support needs (QD16a)Recording learners’ progress and achievement against course objectives and individual learning goals, also to include attendance and intended destination (QD16b)Recording initial assessment activities, tutor and learner feedback (QD16c). |  |
| Health and Safety Classroom / Activity Risk AssessmentsFor sports/physical activity classes: additional health assessment for all learners* Safeguarding considerations e.g., classroom environment (face to face and/or online)
* Supported by centres own health & safety considerations/assessments in relation to Covid-19.

(signed by Tutor, updated when appropriate) |  |

# Appendix 7: Overview of observation process:



# Guidance for Completing Supportive Learning Walk (HL/QD27)

Supportive Learning Walks (SLW) have replaced developmental observations

**Informal Observation**

|  |  |
| --- | --- |
| **Name of tutor:** | **Name of observer:** |
| **Centre:**  | **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, leave blank if not seen, if seen and an action is required mark against the no column.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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** |
| Add the area of good practice using the observation criteria | Give the example of good practice seen |
| Add or remove rows as required |  |
| **Development Area** | **Development action** |
| Add the area requiring development using the observation criteria | Include the details of the recommended improvement |
| Add or remove rows as required |  |
| **Developing good practice:**Include here any hints or tips, suggestions and ideas that the tutor can consider. These will not be considered as ‘actions’ |
| **Tutor file checklist completed:** Yes/noMake sure you have reviewed the tutor file and completed the checklist | **Tutor file meets expected standard:** Yes/noIf the answer is no then make sure there is an appropriate action given |

**Signed: Observer: Date:**