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| --- | --- | --- |
| **Tutor**:  | **Tutor Code:**  | **Tutor Status:** casual/part-time/full-time |
| **Observer**:  | **Date of observation**:  |
| **Date of previous observation**:  | **Tutor in place less than a year**: yes/no | **Time of observation**:  |
| **Provider**:  | **Venue**:  | **Session** x of x |
| **Course title**:  | **Course code**:  |
| **Session times**:  | **Course dates**:  | **Level of course**:  |
| **Programme type**:  | **Age of Learners**:  | **LSA present**:  |
| **Number on register at start of course**:  | **No on course register currently**:  | **Learners present**:  |
| **Context of session:** include intent of course and session objectives and any relevant information about the course and or learners. |
| **Quality of teaching learning and assessment**:Delivery (implementation)Teaching (pedagogy)Assessment (formative + summative) | Include judgements and evidence of how learners are being supported in learning and how they are being assessed – see guidance booklet for more detail, |
| **Behaviour and attitudes** | **Personal development** |
| Attendance and punctualityRespectBehaviourAttitudes to learning | Health and wellbeingEquality and diversityBritish ValuesEmployability Progression + Next steps |
| **Safeguarding:**Safeguarding arrangements are effective and adhered to Yes/NoComment: |
| **Learner comments**:See guidance book for suggested questions to ask |
| **Tutor comments/record of tutor discussion**:See guidance book for suggested questions to ask |
| **Area of strength** | **Example of strength** |
|  |  |
|  |  |
| **Examples of best practice to share**Include here examples of best practice seen that would benefit other tutors, delete box if no best practice to share |
| **Development Area:** | **Development Action:** |
|  |  |
|  |  |
| **Developing good practice**:Suggestions for things to try, develop, resources, methodology – the aim of this section is not to judge but to encourage, how could the tutor be even better still |
| **Actions for Centre Manager/Curriculum Manager**:Need for tutor support, environment, course leaflets, enrolment  |
| **Tutor file checklist completed**: Yes/no | **Tutor file meets expected standard**: Yes/no |
| **Actions from previous observation**: | **Comment on changes in practice**: |
| **Observation outcome** (delete as appropriate)* Tutor meets or exceeds expected standard of teaching learning and assessment
* Tutor needs further support to achieve minimum expectations, reobservation needed.
 |

Signed: XXX Print: XXX (Observer) Date: XXX

Signed: XXX Print: XXX (Joint Observer) Date: XXX

Have you given verbal feedback to the tutor? **Yes / No**

Completed observation reports to be returned to HAQuality@hants.gov.uk within **3 working days** of the observation taking place.

Please delete the blue guidance notes before submission.

[Observation of teaching learning and assessment policy](https://www.participationandlifelonglearning.co.uk/course/view.php?id=406)

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| --- | --- |
| **Hampshire Achieves****Tutor’s Course File Checklist (FS)**  | ü |
| **Marked Register**For 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. |  |
| **Learner Induction Checklist**(Signed by Tutor) |  |
| **Planning documentation** (Implementation)Curriculum Plan/s 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 unit).
 |  |
| **Learner Records of Achievement and Progress** (Impact)This includes:* Recorded detail on individual learners, including outcomes of initial assessment, prior knowledge, and skills, learning style and additional support needs
* Recording learners’ progress and achievement against course objectives and individual learning goals (course tracking documents)
* Assessment results
* 3-way reviews
 |  |
| **Confirm location of learner records:** * [Young Peoples Learning (sharepoint.com)](https://hants.sharepoint.com/sites/Youn8426)
* [CENTURY | Online Learning | English, Maths and Science](https://www.century.tech/?utm_source=Google&utm_medium=cpc_b2b&utm_campaign=9954257644&utm_content=123723949429&utm_term=century%20tech&utm_medium=cpc_b2b&utm_campaign=&utm_source=&utm_term=century%20tech&hsa_net=adwords&hsa_grp=123723949429&hsa_mt=e&hsa_tgt=kwd-902096475005&hsa_kw=century%20tech&hsa_src=g&hsa_acc=7949217619&hsa_cam=9954257644&hsa_ver=3&hsa_ad=530879325302&gad_source=1&gclid=CjwKCAjwps-zBhAiEiwALwsVYeYV8Rr0o6bjS505N-u5qy6BqfYoOsgXGEb8T-_4Qxt7TlM_J3p7ShoCf2QQAvD_BwE)
 |  |
| **Safeguarding & Prevent Tutor Checklist (SP01)*** Completed and updated annually
 |  |
| **Health and Safety Classroom / Activity Risk Assessments** * For sports/physical activity classes: additional health assessment for learners (if applicable) Outdoor activities (EVOLVE)
* 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) |  |

**See VLE for templates of all curriculum planning and delivery, format must not be changed/adapted without the approval of the Development Manager (Quality & Assessment)**

[Course: HA Quality documentation templates (participationandlifelonglearning.co.uk)](https://www.participationandlifelonglearning.co.uk/course/view.php?id=720#section-6)