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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/other  delete as applicable | |
| **People Present**: no of learners/SC/LSA/visitors | e.g. 7 learners  1 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 | | |
| **Safeguarding:**  Safeguarding arrangements are effective and adhered to Yes/No  Comment: | | |
| **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 [HAQuality@hants.gov.uk](mailto:HAQuality@hants.gov.uk) within 3 working days of the observation taking place.

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

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

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| Hampshire AchievesTutor’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 Coursee.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:**   * English and Maths: [MS Teams – Adult Functional Skills](https://teams.microsoft.com/l/channel/19%3Acv5ZdRiGJozqU1vVBx2q6O-lP5PsJHfJROntIK4zYio1%40thread.tacv2/General?groupId=aa03327b-bbeb-4148-b52d-606c57e9571e&tenantId=) * [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)