



Hampshire
County Council

Hampshire Achieves

Undertaking Observation of Teaching, Learning and Assessment

Guidance for Observers

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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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Part 1: Your role as an observer

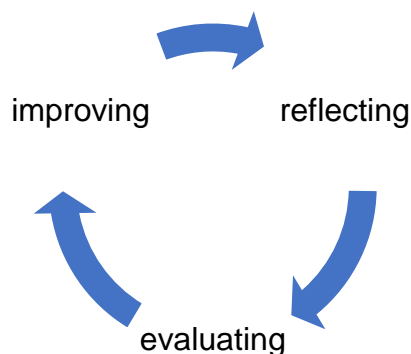
The purpose of observing teaching, learning and assessment is to provide support and assessment of the tutor's ability in supporting the learning process.

As an observer you should make sure you are familiar with the OTLA Policy and procedures which can be found on our VLE [Course: Hampshire Achieves Policies and Procedures \(participationandlifelonglearning.co.uk\)](https://participationandlifelonglearning.co.uk)

You play a vital role in supporting the development of individual tutors as well as improving the overall quality of delivery within Hampshire Achieves.

Our observations aim to

- Support and develop tutors
- Identify and share good practice
- Provide assurances that quality of education is strong



As an observer you will be reporting on

- What you see (tutor delivery, learner activity)
- What you hear (learner voice/comments/tutor reflections)
- What you read (tutor course file)

You will find details of expected protocols of conducting an observation in the OTLA policy.

As an observer you should be **constantly curious** about what you see and hear, asking reflective and probing questions of tutors and learners

- How well are the learners developing from their starting points
- How has quality of learner work improved
- How well are the learners being stretched

There should be **no surprises** for the tutor when they read the report

Practicalities:

- You don't need to be overly formal – supportive is the name of the game

- You do need to be able to capture key points of what you observe, making clear judgements - no need for war and peace
- You don't need to have subject expertise of what you are observing
- You do need to use your coaching and mentoring skills

Behaviours of an effective observer

- Observe quietly (non- participant)
- Focus on the learning taking place
- Be objective
- Be supportive
- Make opportunity to talk with learners
- Maintain confidentiality
- Prepare for the observation

Providing feedback

If you need time to think about what you have observed, or there are challenges to discuss then make a time to discuss with the tutor later, not in a snatched break in learning.

Think about how you would feel receiving the feedback – supporting, building, developing.

The aim of feedback is to build, not tear down – how is what you are saying helping the tutor to improve their skills and the learner experience?

Preparing for the 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. In addition, you should also have had the course file documentation shared prior to the observation and should review wherever possible before the observation.

Part 2: Completing your formal observation Report (HA25)

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 HA25 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.

New tutors, please note for new tutors the initial observation will be classed as a supportive learning walk and HA27 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.

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.

You should only comment on what you have observed within the observation and not provide a course review.

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

Please note there are different versions of the HA25 according to the team, the only difference is the tutor course file checklist, so please make sure you have the correct version from the VLE [Course: HA Quality documentation templates \(participationandlifelonglearning.co.uk\)](https://participationandlifelonglearning.co.uk)

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**.

You should use appropriate academic and professional language within your evaluative statements, avoiding words such as wonderful/fantastic/superb/amazing.

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.

1) Completing the top section of the report:

Where applicable:

- Include the date of the tutors most recent observation

- 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: ATL (adult tailored learning) including the funding stream (Thrives or Works) / Pathways / Supported Internship / Apprenticeship or Multiply.

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

2) Context of session

This is to provide the reader an overview of what the session is about, rather than the course. This could include links to the course as a whole. If the session objectives are the same of the course objectives, then please make sure you identify what the learning focus was for your observation.

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)

3) 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 [Further education and skills inspection handbook - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/further-education-and-skills-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.

Teaching

When considering the teaching strategies and pedagogy you should reflect on the following:-

- How suitable is the content?
- How well planned is the session?
- Are the activities appropriate to the Learning Objectives?
- 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:

When reflecting and making judgements on the learning taking place consider the following:-

- 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.?

Assessment

Assessment is a key element of delivery, if there is no evidence of assessment taking place within the observed element of the session you should ask the tutor how they are assessing learning. If assessment is not being implemented effectively or missing, then the tutor will need to be re-observed following support and intervention by their line-manager.

- What assessment strategies are being used to check learning?
 - Use of initial assessment – how well has it been used?
 - Self-assessment and or peer assessment
 - Formative and summative assessment strategies, how has this impacted the observed session
 - Recording of learner progress – is this up to date?
- 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?

RARPA (learner journey)

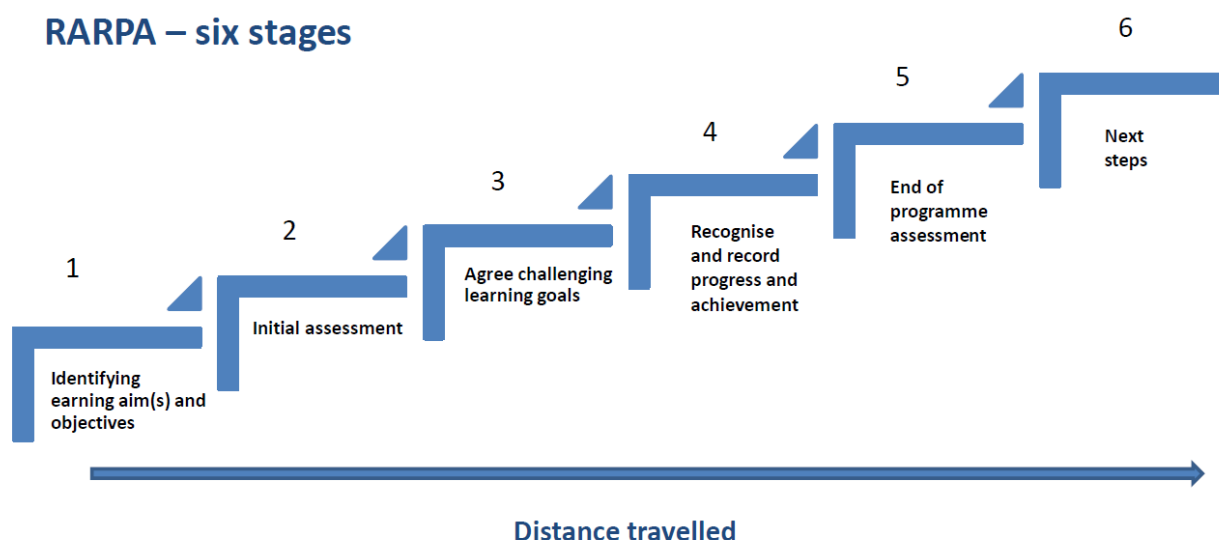
RARPA is applicable to all unregulated courses (courses where there is no qualification at the end). The use of RARPA is a condition of funding of courses. For regulated courses the elements of RARPA should still be in place as they follow good practice in assessment.

HA provides a RARPA toolkit which tutors should be using including

- Initial Assessment Record (HA16a)
- Learner Plan (HA16c/e)
- Tutor record of learners' progress and achievement of learning objectives (HA16b)

[Course: RARPA \(participationandlifelonglearning.co.uk\)](http://participationandlifelonglearning.co.uk)

RARPA – six stages



4) Behaviours and Attitudes

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”

Attitude to learning

Include examples that demonstrate

- learners have a positive attitude to learning
- learners are persistent in the face of difficulties
- learners are committed to their learning
- learners complete tasks well

Behaviour

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.

- 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.?

5) Personal Development

Make sure you include here any examples 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

6) Safeguarding

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

- Safeguarding posters and information are clearly displayed for learners
- The curriculum plan identifies how safeguarding will be promoted
- The tutor manages learner behaviour to ensure safeguarding (e.g. response to inappropriate comments)
- Were there any safeguarding concerns within the session? (If so please follow reporting procedures)

See appendix 1 for more information.

7) 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 2 for suggestions of appropriate questions to ask learners.

See section 17 on gathering learner comment for online observations.

8) Tutor comments/record of tutor discussion

Please include any comment you have noted following conversations with the tutor (see appendix 3 for suggested questions).

Please make sure that you ask how they are promoting British values and safeguarding within the course (unless observed)

Your discussion with the tutor should encourage reflection on the session and be more than 'the tutor thought the session had gone well'.

Remember to be curious: I wonder...How would you...

9) Summary of Strengths

In this section you should include key examples of good practice, these should be based on 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.
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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.

10) Development Actions

Extract all identified areas requiring improvement from the body of the report. No actions should be included that are not previously evidenced in the main section of the report.

These are actions so should be clear (SMART) they should not be narrative in content, if you want to give further explanation/guidance then add this to the developing good practice section.

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

You should add additional rows as necessary.

Development Area:	Development Action:
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Assessment of learning	Use a greater variety of assessment and feedback methods to check knowledge and understanding so students know they are making progress.
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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
Equality, Diversity and Inclusion	Identify opportunities for promoting EDI into planning.
Prevent & BV	Make sure BV are clearly shared with learners and opportunities to promote these are identified within your curriculum plan.
Safeguarding	Ensure all learners are aware of class ground rules for online learning environment
Employability English & maths	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)

11)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

12)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.

There are four tutor course file checklists, and you should make sure you are using the appropriate version of the observation forms:

- ATL and multiply (HA25 ATL)
 - Apprenticeship (HA25 APP)
 - Young People's Learning (HA25 YPL)
 - Functional Skills (HA25 FS)
- [Course: HA Quality documentation templates \(participationandlifelonglearning.co.uk\)](https://participationandlifelonglearning.co.uk)

13)Actions from previous observation

If the tutor has previously been observed, you should review the actions and comment on any changes to practice. You should use the most recent actions (either formal observation or supportive learning walk)

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 requires additional support.

14)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 HAQuality@hants.gov.uk within **3 working days** of the observation taking place.

Part 3: guidance on other observations

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 HA27 to record these 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...?”

Supportive learning walks can also be used for follow up observations to see changes in practice, thematic to explore key elements of provider practices, or for general reviews of delivery

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 modes of delivery.

It is recommended that you join the online session at start of the session to avoid disruption, if you wish to join at a different time then please confirm this to the tutor following the observation notification.

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

The tutor should be provided with the following in advance:

- Curriculum 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:

- a) You can introduce yourself
 - b) 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: 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 (SP01)

This document would provide evidence of good practice;

All tutors are expected to complete this on an annual basis and it included within the tutor course file check.

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 you should record as part of your OTLA report that you have seen these displayed in the classroom.

Tutors using presentations should also have this within these.

Appendix 2: 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 suitable learner questions

Achievement

- What can you do now that you could not do at the start of the course?
- How have your skills improved since starting the course?
- Have you gained any additional knowledge or skills?
- What have you learnt since you've been here? What will you learn next in the course?
- Are you on track to complete? How do you know this?
- Do you feel you have made progress?
- Have you gained any additional skills in English and maths? If so, what?
- What feedback do you get?

Safeguarding

- Do you feel that this is an inclusive class?
- What would you do if you felt unsafe within the learning environment?
- Have you covered British values, PREVENT whilst on this course? If so, how?
- Have you learnt about other cultures? If so, what?

Course intent

- Do you know what the course objectives are, and do you have any individual or personal goals?
- What is the aim/intent of the course?
- Why are you here and why are you doing the course?
- How will the course prepare you for your plans/goal

Progression

- What are you doing after the course? What is your next step?
- What progression options have been explained to you?
- How well are you developing to be successful at your next step?
- What are you going to do next?

General

- What do you particularly like about the course?
- Do you feel you are able to ask and answer questions in the class?
- Do you like the venue – is it easily accessible, safe?
- Is there anything you would change about the course? If so, what?
- Tell me about your work and your interests?
- Do you do work experience? How does this help with your course work?

Appendix 3: 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?

How much freedom do you have to shape the curriculum?

What are the overall aims of your learners?

Implementation

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

How do you use assessment information to plan learning activities?

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?

Tell me about this session - why is it relevant?

How does this lesson link to other sessions? What will you do next week?

Impact

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 4: Evaluative Words

Below is a list of evaluative words that you may find useful when writing an OTLA report. This is not an exhaustive list, but one you 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

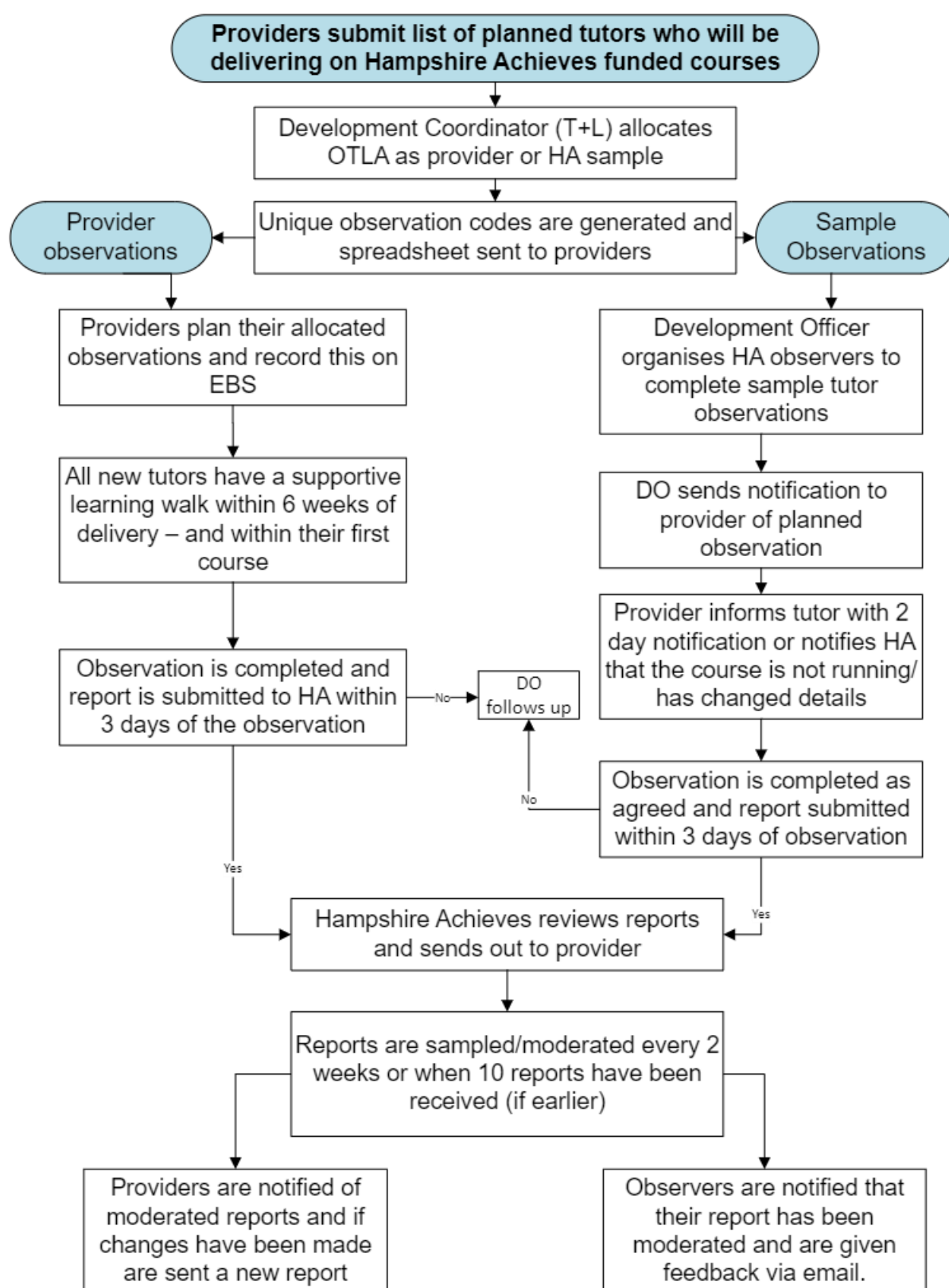
- Acceptable level of...
- Adequate management of ...
- Attempts to address
- confusing
- Cursory
- Destructive
- Difficult
- Dull
- Fail
- Inadequate
- Inappropriate
- Inconsistent
- Indecisive
- Ineffective
- Insufficient
- Lacking
- Learners are not clear on...
- Learners lose interest
- Limited
- 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

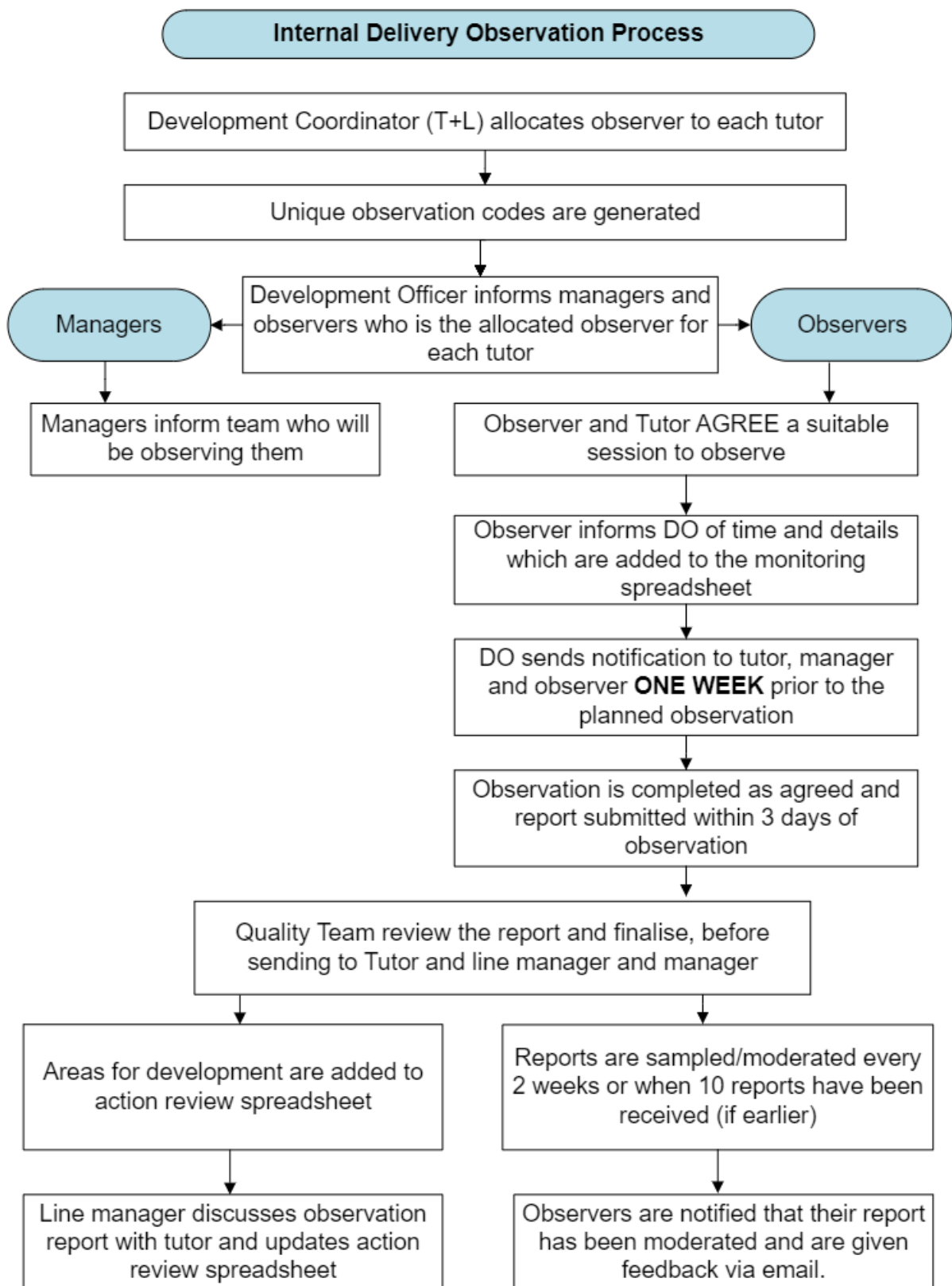
Appendix 5: Quality of teaching indicators

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 fourth column represent the minimum teaching and learning standards required by Hampshire Achieves.
- Observers should complete their HA25/HA27 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 levels of delivery. 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.

Appendix 6: Overview of observation process:





Part 4: Quality Indicators 2024-25

Quality Indicator Areas

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

Criteria to support and inform observation outcome

Quality of Education.

Area	Sources of evidence	Exceeds expectation	Meets expectations	Below expected standard
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	A wide variety of assessment methods are used, enabling	Assessment methods are used systematically to	No or little assessment of learning takes place.

Area	Sources of evidence	Exceeds expectation	Meets expectations	Below expected standard
	How effective these are HL/QD16b	all learning to receive feedback on their progress Assessment records are detailed and demonstrate the learning journey well/	suitable assess against the learning objectives Assessment records are up-to-date and show learner progress	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.
Engagement & Participation	Behaviours of learners Selection and use of resources Collaborative work	Tutors create highly supportive learning environments where learners are encouraged to experiment	Tutor promotes group work and collaboration Learners are actively engaged in learning	Learners reliant on the tutor to lead and direct tasks. Session is tutor focused or didactic

Area	Sources of evidence	Exceeds expectation	Meets expectations	Below expected standard
	Peer support Participation of learners Passivity of learners	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	Learner behaviour contributes to the focus on learning. Active learning is evident	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
Use of resources	Curriculum plan Activity selection	A wide and varied range of teaching and learning resources stimulates learning and	A wide and appropriate range of teaching and learning resources are used	The range of resources used are narrow, minimal and

Area	Sources of evidence	Exceeds expectation	Meets expectations	Below expected standard
		<p>addresses a variety of learning styles and abilities. Materials are inclusive and adapted when necessary.</p> <p>Tutor and learners make full and innovative use of digital technologies.</p> <p>The resources reflect the highly ambitious intentions for the course and clearly support the intent of a coherently + detailed</p>	<p>competently by the tutor and learners.</p> <p>The resources and materials that tutors select and produce reflect the provider's ambitious intentions for the course of study and clearly support the intent of a coherently planned curriculum.</p>	<p>resources are poor and/or out-dated or not used effectively.</p>

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

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 is 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.	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

Area	Exceeds expectation	Meets expectations	Below expected standard
	Key safeguarding messages are actively promoted.		
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.