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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 punctuality  Respect  Behaviour  Attitudes to learning | | | | Health and wellbeing  Equality and diversity  British Values  Employability  Progression + Next steps | | |
| **Safeguarding:**  Safeguarding arrangements are effective and adhered to Yes/No  Comment: | | | | | | |
| **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](mailto: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) * CENTURY | Online Learning | English, Maths and Science |  |
| **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)