

Observation of Teaching Learning and Assessment

Policy and Procedures

Date of last review/update	September 2024
Review Frequency	Annual
Reviewer(s):	Wendy Scott Sue Muldowney

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The following pro-formas and guidance can be accessed from [Course: HA Quality documentation templates \(participationandlifelonglearning.co.uk\)](http://participationandlifelonglearning.co.uk) and [Course: observation teaching learning and assessment policy and procedure \(participationandlifelonglearning.co.uk\)](http://participationandlifelonglearning.co.uk)

- OTLA guidance
- OTLA Report pro-forma (HA25)
- Informal Observation (HA27)
- Tutor feedback form (HA28)

Observation of Teaching Learning and Assessment

'The contents of this policy are an integral part of the Hampshire Achieves (HA) Quality Improvement Framework.'

1.0 Purpose

The purpose of observations of teaching, learning and assessment is to establish and continually improve standards by evaluating classroom activity against the criteria of the [Education Inspection Framework](#) and the [FES handbook](#) focusing on outcomes for learners and the quality of teaching, learning and assessment, including behaviours and attitudes, personal development and safeguarding.

2.0 Scope

This policy refers to all programmes of learning supported by Hampshire County Council - HA, including those funded or subsidised by the Education and Skills Funding Agency, subcontracted, and directly delivered. All tutors delivering programmes, are eligible for Observations of Teaching, Learning and Assessment (OTLA) through agreed arrangements with HA and senior or centre managers.

3.0 Type of observations

Three types of observations are covered within this policy:

- Formal observation
- Supportive Learning Walks
- Peer observation

3.1 Formal observations (HA25):

All tutors who teach for 10 hours or more in an academic year and are involved in the delivery of teaching, learning and assessment will be formally observed each year by their employer and/or sampled by HA. This will include all formats of delivery including online delivery.

In addition, the following informal observations could be undertaken by HA, senior or centre managers.

3.2 Supportive Learning Walks (HA27):

Tutors new to delivering for HA or tutors returning after a long break will be offered a supportive learning walk prior to a formal observation. This is to support the tutor in meeting the minimum expectations of a tutor for HA funded programmes.

Supportive learning walks can also be requested by tutors seeking feedback on their own performance. This could include feedback on a new method, classroom management or any other area that they would like support/guidance/feedback on.

Supportive Learning walks can follow themes identified by the senior or centre managers and will take place throughout the year. No individual judgements will be given but brief verbal feedback will be offered.

Supportive Learning walks may also be used to confirm completion of actions from formal observations.

Supportive learning walks may vary in length depending on their purpose but should not exceed an hour or be less than 20 minutes.

For HA tutors there is an expectation that tutors receive a supportive learning walk on a termly basis (3 times a year).

3.3 Peer Observation (HA27):

As good practice, senior and centre managers should encourage all tutors to complete at least one peer observation a year, as a minimum but we encourage tutors and learning support staff to visit different provision/settings to further develop their pedagogical skills.

Senior or centre managers should assist tutors, where possible, in taking part in peer observations. These enable tutors to informally, but systematically, observe other tutors teaching, particularly those teaching in other subject areas.

Tutors participating in this activity are expected to reflect on their learning from observing other staff and to identify how their teaching skills will develop as a result.

4.0 Outcomes

HA does not grade observations but the outcomes of observations will be:

- Meets or exceeds HA current minimum expectations
- Tutor needs further support to achieve minimum expectations, reobservation needed.

Formal observations will monitor the teaching, learning and assessment, and in a more peripheral way, the leadership and management of the classes. Criteria to support the assessment of teaching learning and development are in appendix 1.

4.1 Outcome limiters

For non-regulated provision and courses evidence of Recognising and Recording Progress and Achievement (RARPA) and the observer's findings will form part of the summary judgements, and these judgements have the ability to be reflected in the outcome awarded. If RARPA is not fully in place then the observation outcome will be 'Tutor needs further support to achieve minimum expectations, reobservation needed.'

Should the observer have concerns in relation to safeguarding and or health and safety of learners this will automatically result in the tutor being deemed as 'Tutor needs further support to achieve minimum expectations, reobservation needed,' In addition to the outcome the observer should follow safeguarding reporting processes.

All observations are carried out in accordance with Ofsted's [Education Inspection Framework](#), and the [FES handbook](#).

4.2 Minimum standard not yet achieved

Our expectation is that all tutors delivering on provision funded by HA will meet our minimum requirements.

Where tutors are judged as 'needing further support to achieve minimum expectations, reobservation needed,' support interventions will be agreed and put in place by HA in conjunction with the senior or centre manager. The tutor will be given sufficient support and opportunity to improve and will receive a further observation no later than six weeks (where possible) from the date of the first observation, in most instances this will be conducted by HA. Where no progress is deemed to have been made the senior or centre manager will need to follow their organisation's performance management procedure. For subcontracted provision, should the required standard not be reached within an agreed timescale HA will discuss with the centre manager whether or not funding will continue to be provided for courses being delivered by the tutor (see section 16).

5.0 Frequency

It is expected that all tutors will be formally observed on an annual basis, in many cases this may be within the Autumn term or when teaching activity is the highest.

HA will 'sample' a selection of tutors across sub-contracted provision, which usually will be a 50:50 split. Formal observations will be arranged for the following:

1. Tutors whose courses run for ten hours or more, or who teach several courses totaling ten hours or more within the current academic year.
2. Tutors new to delivering or returning after a long break should have an initial supportive learning walk within the first six weeks of delivery, and within their first course, followed by a formal observation within the next 12 weeks.

In addition to the planned sample of Tutors formal observations by HA Quality Team observations will be arranged for the following:

3. Tutors whose courses are highlighted at contract review meetings or course audit as requiring observation.
4. Courses delivered by a provider whose internal observation judgements/quality of observations have been highlighted at moderation as inconsistent.
5. Courses/tutors highlighted through complaints or where concerns are raised around health and safety; equality and diversity; or safeguarding.
6. Tutors where Learner/Employer Feedback raises concerns relating to the quality of delivery tutor or practice taking place.

The following tutors will be exempt from a formal observation of teaching, learning and assessment:

- Tutors delivering courses totaling below ten hours in any one academic year will be exempt; however, should any one of points 3-7 above apply, then these shorter courses may be observed.

In addition, following prior agreement from HA Development Co-ordinator (teaching and learning) we will accept observation reports of tutors observed delivering non-

HA funded provision where a sub-contracting provider's observation process has similar principles and reporting structures to that of our own.

However, where the providing organisation provides observations using alternative format these will automatically be validated by HA and assessed on standard of delivery based on the content of the report. If the report was considered as not meeting minimum standards it would be subject to the same intervention and improvement process as described within section 15 of this policy.

An exception to the above would be as noted in point 4 above which would either trigger an observation by HA or a paired session observation between HA and the sub-contracted provider.

The final decision for selecting the number and frequency of observations will be conducted in line with the Quality Assurance guidelines and the following should be noted:

- HA relies on the full co-operation of senior or centre managers in completing all aspects of this work. This includes the timely notification of courses being delivered and any changes to the programme recorded on the management information system; accurate details about the venue and tutor's contact details; arrangements for post-observation feedback; timely and effective follow-up of actions.
- Senior or centre managers may request an observation visit to a particular tutor if they feel that this is warranted in the overall monitoring of their provision e.g., this may happen where there are concerns about the quality of teaching and the impact this is having on the learners' experience.
- The need for a 'paired' observation between the centre's observer and a member of the HA observation team (guidance on the conduct of paired observations is contained at Appendix 5).

Senior or centre managers should also ensure that written records of findings and agreed actions are maintained by the senior or centre manager and shared with HA within three working days of the observation taking place. **Providers may request support and guidance from HA on any aspect of the OTLA process.** This should include arrangements for paired observation(s) between the centre's observer and a member of HA central observation team to ensure consistency in outcomes and approach.

6.0 Subcontracted provision responsibilities for management of observations

Centre managers will be asked to advise HA of their local arrangements for the observation of tutors delivering courses funded by the Education and Skills Funding Agency. The following key points should be noted.

- Providers are responsible for the annual observation of the tutors they employ to deliver adult learning courses. Where courses are delivered on an evening or weekend the provider should be prepared to observe these sessions.
- Tutors new to delivering or returning after a long break should have supportive learning walk within the first six weeks and within their first course delivery, followed by a formal observation within the following twelve weeks of delivery

- The centre manager should ensure that there is clear guidance to tutors on the process for the observation of teaching and learning, including: arrangements for booking OTLAs; classroom protocols; post-observation feedback; and systems for managing disputes.
- At least one 'paired' observation must take place with a member of the HA central observation team for all new observers or where a need has been identified for existing observers through the moderation process prior to any future observations being undertaken. Observations carried out prior to successful quality assurance observation will be deemed as null and void.
- Centres are required to share the reports of their own observations of tutors and to identify actions arising from the process. Copies of all reports should be forwarded to HA within three working days of the observation taking place, on an ongoing basis throughout the year.
- Centres should use the outcomes of observations to inform performance management of their own staff, and to help them with their own development planning. Feedback from OTLAs will be a central part of the planning process for tutors' CPD.
- Actions identified as a result of observations should be monitored and reviewed by the centre manager and by HA.
- In addition to the formal observation process, a supportive learning walk (HA27) may be used to record an informal visit to a class.
- The finding and action plans resulting from the OTLA process will inform the provider monitoring process.
- In addition, the findings should be reported within the provider's Self-assessment Report and Quality Improvement Plan and shared with HA termly.

7.0 Selection of Observers

HA central observation team may include Programme & Development Managers, Development/Team Co-ordinators, and some experienced tutors, who meet the criteria contained in the Person Specification, see Appendix 6.

8.0 Training of observers

The training of observers is a critical factor in the success of the observation programme by ensuring that those observing classes are both competent observers and are following the agreed approach to the process.

Training for observers to become part of HA central/provider observation team will include:

- An introduction to both the Education Inspection Framework and FES Handbook and its application in the context of all HA funded provision.
- The expectations of the use of RARPA.
- The use of observation paperwork, gathering evidence, classroom protocol, giving feedback to tutors, and outcome
- Practical activities involving classroom observation.
- Expectations and protocol for online observations.

Once the Development Manager (Quality & Assessment) is satisfied with a trainee observer's competence, they may be included in the central register of 'active' observers.

Mandatory refresher/update training will be provided to cover changes to the observation protocol, and in general to remind the team of the demands of the role.

All observation team members (where applicable) should observe a minimum of three tutors per year to remain on the 'active' register. In addition, all observers must attend at least one standardisation activity each year.

Our expectation is that sub-contracted providers will; select observers who also meet the criteria contained within the Person Specification, see Appendix 6; engage observers to undertake a sufficient sample of observations to remain 'active'; support observers to access refresher training as describe above. See Appendix 7 for process for observer approval process.

9.0 Paired observations

There are two key reasons for carrying out paired observations:

1. To support the training and development of new or inexperienced observers.
2. To quality assure the observations undertaken by observers, including.
 - To aid consistency in approach to observing tutors.
 - To aid consistency in reporting/action planning.
 - To share good practice.
 - To monitor the effectiveness of quality improvement systems.
 - To inform self-assessment processes (SAR).

HA will co-observe a session with every new observer from both our internal team and those from our sub-contracted providers in order to quality assure the process and to support standardisation. See Appendix 5 for Guidance for observers undertaking paired observation.

10.0 Arrangements prior to an observation

As outlined above, HA central observation team will undertake a number of observations in order to 'sample' the standard of teaching and learning across the provision. Where a session is known to have less than three learners in attendance a planned observation may be re-scheduled or undertaken as a supportive learning walk.

Where HA is responsible for the arrangements relating to an observation visit, the following will apply.

- The senior or centre manager will be contacted by email, with details of both the tutor and class identified for an observation. The senior or centre manager will be asked to forward a notification email to the tutor within the given timescales. In most cases tutors will be given **two days' notice** of an observation visit, although there may be occasions when no notice is given e.g., where a class has been re-arranged or for reasons of efficiency.
- The senior or centre manager should advise HA of any special circumstances relating to the class e.g., any cultural, gender specific or social issues relating to learners or the session: where appropriate, this information should be

included in the Tutor's Course File using the Learning Plan (HA16a) or Class Profile sheet.

- HA will ensure that the observer is properly briefed and is aware of any key priorities and is particularly interested in receiving feedback about e.g., the effective implementation of its Equalities or Safeguarding policies.
- Wherever possible HA will expect observers to check the contents of the Tutor's Course File against the Course File checklist and to report any omissions.
- HA will ensure that observation team members have current identification and that they feel comfortable with arrangements for their own personal safety when making visits.
- HA will remind the observation team of the reporting deadlines and give them clear contact information for this purpose. Observation reports must be submitted by email within three working days of the observation.

'No-Notice' Observations of Teaching, Learning and Assessment. Hampshire Achieves will follow the above procedures for the majority of the observation programme. However, there may be other occasions when observations are carried out without notice to the tutor or senior/centre manager, for example where there are concerns about a course or where Hampshire Achieves is experiencing difficulties in arranging a sample OTLA or a complaint has arisen which needs further investigation. No notice observations may also occur where a class has been re-arrange or for reasons of efficiency.

11.0 Classroom protocol

Observers must be effectively trained before they are allowed to observe classes unaccompanied. An important feature of the training refers to their conduct and professionalism when making a visit. At all times, observers will adhere to classroom protocols and other reporting procedures outlined in this document.

Guidance to tutors on the protocol for observations is included at Appendix 2 and 3.

12.0 Reporting procedures for observation team members

It is important that information and judgements about classes observed are reported with the minimum of delay. This will not only make for an efficient and effective system but will also ensure that information is current and valid in the minds of those required to act upon it.

- A template for the OTLA report is available from the VLE and is intended to encapsulate the observer's findings in a concise and evaluative way.
- Observers should send their completed observation report in the approved format to HA within three working days of visiting the class, via email HAQualityteam@hants.gov.uk
- If an observer has any uncertainty about their observation judgements made, they are to be encouraged to discuss this with the Development Coordinator (Teaching and Learning) before submitting their final report.
- If an observer has any concerns about Safeguarding, Prevent or Health and Safety, the observer should report their findings to the senior or centre manager and then to the Development Manager (Quality and Assessment) as soon as possible and must be within 24 hours of the observation taking place.

The observer must also follow the correct safeguarding reporting

procedures.

- If the session is judged as not meeting expected standard the observer should contact HA Development Coordinator (Teaching and Learning) as soon as possible.
- Observers will draft recommended actions within their reports which will highlight areas for improvement that need to be addressed and/or good practice that could be developed and/or disseminated to other practitioners. HA will follow up on completion of action points. An Action Plan Review will be completed and monitored following each observation by a member of the HA quality team.
- Observation reports should be completed, include an unmoderated outcome, and be word-processed. Handwritten notes taken during a session should be retained and made available to HA on request.
- Observers should always keep a copy of each report and their handwritten notes for three months, handwritten notes should be disposed of securely following this time period.
- HA should acknowledge receipt of the report. If any aspect of the report is unclear, the observer should be advised as soon as possible, and will be asked for clarification, further information, or amendments, as necessary.
- **Reports should not be sent or shown to anyone else, including senior or centre managers, at this stage.** This is because the information contained in reports is confidential and is the intellectual property of HA, who will decide how and when to pass it on.
- It is particularly important that observers do not discuss or divulge any matter relating to their observation findings with anyone outside of the observation team unless it is a safeguarding concern as noted above.
- At all times, the content of each report remains confidential and must not be discussed by the observer with any third party.

13.0 Feedback arrangements for sub-contracted provision

All reports, with the exception of those identified as not meeting minimum expectations will be sent to the centre managers, within 4 working days of the observation and there will be a clear indication that the outcome is still 'subject to moderation'. In addition, if requested an email notification will be sent to the tutor informing them the report has been sent to their Centre /Programme manager.

Where a session is, identified as not meeting the minimum expectations HA will advise the senior or centre manager within 24 hours of the concern being raised.

Arrangements for giving feedback to tutors must take into account the following:

- The need to minimise the time elapsed between observation and feedback e.g., within 3 working days of receipt of the OTLA report.
- The availability of the tutor to receive feedback, and other factors relating to timing, such as term ends, etc.
- The experience and standing of the Centre as someone qualified to give feedback to a tutor.
- The medium through which this is done. Often, a poor reaction follows when reports are simply sent to tutors. Centre should conduct short, confidential face-to-face interviews with each tutor so that:

- They can share the observation report.
- Achievement and success are acknowledged.
- Tutor's written feedback is discussed.
- Issues and concerns are addressed constructively.
- Action points are agreed with the tutor that will feed into the centre's improvement plan to address issues arising from the observation.
- Where there are specific concerns about the performance of an individual tutor, the Centre should report progress on giving feedback to the tutor to HA and pass on details of any issues or disputes arising.
- The Action Review spreadsheet should be updated within 3 working days of the feedback interviews with tutors, stating how the action(s) will be addressed, ensuring these are specific, measurable, achievable, realistic, and timely. Clear time frames of actions arising from observations of teaching, learning and assessment will be monitored by senior or centre managers and HA.

14.0 Moderation

Hampshire Achieves will seek to moderate a 40% selection of reports, based on the evidence and language contained in the report. Moderation of the report will be undertaken by relevant Managers, Co-ordinators and/or observers, with reference to the observer where necessary. Moderation of outcomes will take place on a fortnightly basis or when ten or more reports have been received. In the event of the outcome being changed at moderation the senior or centre manager will be informed and a new report issued.

- Moderated reports will consider if the report is well written and provides the tutor with supportive recommendations to enable them to develop their practice further.
- In general, moderation will be based on the descriptors used in the observer's report and on the weight and scope of evidence reported.
- Where there is broad concurrence with the observer's judgement, it should be accepted and passed as accurate by HA. This is because the observer was actually present at the class whereas the moderator was not.
- Where there is greater disparity, further discussion will be required, and clarification on specific points sought from the observer. Discrepancies usually arise from poor use of language, or conflicting evidence in the report, and observers should be continually encouraged to be as explicit as possible in their reporting style and use of language. This also helps to deal with disputes at a later stage should evidence or outcomes be challenged.
- Final decisions on, and responsibility for, moderated outcomes rests with the Development Manager (teaching learning and success).

15.0 Post-moderation reporting

If no changes have been made to the moderated outcomes or actions, then the Centre will be notified that the report has been moderated and no changes were made. Where outcome or actions have been changed a new report will be sent to the senior or centre manager.

16.0 Interventions and Improvement

16.1 Not Meeting Expected Minimum Standard

Where a session is judged to be not meeting expected minimum standards interventions to support the tutor will be agreed and put in place by the senior or centre manager in conjunction with HA.

The senior or centre manager will support the tutor to address the actions to enable them to improve their overall performance prior to the re-observation.

A re-observation should take place within a **six-week period** (where timetable allows). Prior to the re-observation the Centre Manager should ensure the tutor is given support to improve their practice. The Centre Manager should also monitor the courses being taught by the tutor to ensure improvements are being made. This could include conducting supportive learning walks, completing learner voice activity, monitoring attendance and achievement. The re-observation will in most incidences be undertaken by a member of the HA central observation team.

Should the required standard not be reached within an agreed timescale HA will discuss with the senior or centre manager whether or not funding will continue to be provided for courses being delivered by the tutor.

16.2 Serious Concerns Relating to Practice

When an observer decides that what they have observed is far below the expected standards and concerns relate to safeguarding of learners, and/or wellbeing of learners remedial action should immediately be agreed with the senior or centre manager and/or the tutor.

Where the observer identifies safeguarding concerns, they should follow the safeguarding policy and procedure. If necessary, they should intervene in the session to ensure safety of all learners.

The senior or centre manager should address the issues raised **immediately**. Should the tutor continue to deliver courses then the senior or centre manager should conduct a supportive learning walk in the tutor's next session being taught and monitor the sessions on a frequent basis.

A further HA observation visit should be undertaken within four weeks (where timetable allows) in which time the senior or centre manager and/or HA will have agreed the necessary interventions to support the tutor to the required improvements.

- The class should not be observed by the observer who conducted the original observation. Arrangements for selecting and briefing an observer, and for informing the tutor of arrangements, follow the normal protocol.
- It is not necessary for the observer to see the original observation report, although HA will identify specific criteria for the observer to pay particular attention to, linked to the previous observation. It is not appropriate for the new observer to discuss the original class visit with the original observer.
- In many cases, an improvement is noted. However, in the event of the class still being deemed as not meeting minimum expected standards, HA will discuss the issue with the senior or centre manager and further measures

agreed to bring about improvements. This process must be transparent, and the tutor should be kept informed at all times about what has been discussed. They should be invited to contribute to decisions about remedial action, where this is considered appropriate.

- If two consecutive observations are judged as not meeting minimum expected standards, HA will request the tutor to be removed from delivering on HA funded provision.

17.0 Complaints

If a senior or centre manager wishes to make a complaint regarding the conduct of an observer undertaking an observation on behalf of HA, the complaint should be referred immediately to the Development Manager (Teaching, Learning and Success) who will follow up any such complaint in line with our Feedback and Complaints Policy.

18.0 Appeals

Appeals following an observation report. There are only three criteria by which an appeal against an outcome can be made.

1. The observer has not complied with the OTLA policy
2. The tutor can evidence factual inaccuracies contained within the report
3. The tutor disputes the outcome awarded.

Only tutors, and not a senior or centre manager, may formally dispute observation findings and the final outcome awarded. This is because only they are in a position to offer first-hand evidence of what took place during the observation visit. They may, however, ask their manager to raise the matter on their behalf.

- Tutors should, in the first instance, make the case to their line manager, either verbally or in writing, within **seven working days** of receiving their observation feedback.
- Based upon the tutor's comments, the line manager may decide to seek further advice from HA and may ask the tutor to write their concerns down if they have not already done so. Any concerns should be based on concrete evidence about what took place in the class on the day of the observation visit.
- The original Tutor Feedback sheet (HA28), completed immediately after the observation, will provide useful information for HA.
- Tutors and line managers will not be allowed to discuss concerns with the observer. Once the observer has visited a class and submitted a report and an outcome, the responsibility passes to HA to moderate the findings and ensure that the reporting procedures are followed.
- If an appeal matches one of the three criteria above the likely outcome will be a re-observation of the class. Depending on the nature of the dispute, Hampshire Achieves will decide whether to re-observe the class. If it is satisfied that the original outcome is correct, a decision may be made not to do this, unless the class was deemed as not meeting minimum expected requirements.
- Where a class is re-observed, the same reporting protocol as the original observation applies, though a face-to-face feedback interview with the tutor is

now a requirement.

- Any further challenge to the outcome resulting from the second observation will not normally be permitted.

19.0 External Observers

External observers may be employed by HA to conduct classroom observations to provide additional support to the observation team and for benchmarking purposes. This policy and relevant documentation will be made available to external observers before a contract is issued and will form a part of the contract.

20.0 Standardisation Process

Standardisation meetings, consisting of observers of the Central Observation Team as well as those of our sub-contracted providers will meet three times per academic year (usually January, April, and July). The standardisation meeting will include:

- Updates of the observation processes
- Summary of common themes from moderated OTLA reports
- Standardisation activity to ensure consistency of grading and report writing across the observers.

All observation team members from Hampshire Achieves and subcontracted providers will be required to attend at least one standardisation meeting each year.

21.0 Monitoring, Review & Audit

The contents of all policy and procedures will be monitored regularly by Hampshire Achieves Performance Management Group (PMG). Policies and procedures will be kept updated in accordance with any mid-year changes in the law, regulations, or changes to the Services' provision, with updates approved by PMG. All policy and procedures will be reviewed in line with our policy schedule to determine their effectiveness, and where any changes are required, these will be applied and ratified. In addition, an annual cycle of internal policy compliance / audits defined by Senior Managers will provide the assurance of the overall effectiveness of the Services ethos, policies, and procedures, and will confirm operational effectiveness, 7 ATL, YPL & APP Attendance & Punctuality Policy and Procedures and compliance with our own quality assurance framework and any relevant laws or regulations

Appendix 1: HA Quality Indicators

Assessment of Quality of Education delivery

The following statements indicate what is considered as best practice in Teaching Learning and Assessment and what is considered as poor practice and thereby not meeting Hampshire Achieves minimum expected standard.

Outcomes for observations of teaching learning and assessment are:

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

When reviewing which outcome is appropriate based on the practice observed and the criterion provided you should also consider the following.

Tutor needs further support to achieve minimum expectations, reobservation needed:

- Safeguarding concerns
- Health and safety concerns
- RARPA not fully implemented
- Major areas of development required (e.g. assessment)
- Significant number of improvement areas identified (not just relating to documentation)

Other indicators that the tutor needs further support include;

- No clear identification of learning.
- Limited or no checking of learning (assessment).
- Poor classroom management.
- Session lacks planning and direction —Learning outcome not clear.
- Learners are confused by instructions and not making progress.
- Tutor is not responsive to the needs to the learner (no ILP, work not challenging, no or limited personalisation of the curriculum).
- Curriculum knowledge is poor (reliant on notes, unable to confidently answer questions from learners).

Tutor meets or exceeds the expected standard we would expect there to be;

- Small/moderate areas for improvement or no actions for improvement or minor areas requiring improvement/development.

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	Learning Objectives 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. Learning Objectives 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

Area	Sources of evidence	Exceeds expectation	Meets expectations	Below expected standard
Assessment of learning	Types of assessment methods used How effective these are HL/QD16b	A wide variety of assessment methods are used, enabling all learning to receive feedback on their progress Assessment records are detailed and demonstrate the learning journey well/	Assessment methods are used systematically to suitably assess against the learning objectives Assessment 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 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 are unfocused, undirected, or not used. Lower-level questioning techniques used where only a few learners contribute/respond Closed questions are used to prompt positive responses only.
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	Tutors create highly supportive learning environments where learners	Tutor promotes group work and collaboration	Learners reliant on the tutor to lead and direct tasks.

Area	Sources of evidence	Exceeds expectation	Meets expectations	Below expected standard
	Collaborative work Peer support Participation of learners Passivity of 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	Learners are actively engaged in learning Learner behaviour contributes to the focus on learning. Active learning is evident	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 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	A wide and varied range of teaching and learning	A wide and appropriate range of teaching and	The range of resources used are narrow, minimal

Area	Sources of evidence	Exceeds expectation	Meets expectations	Below expected standard
	Activity selection	<p>resources stimulates learning and 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>learning resources are used 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>and 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.

Appendix 2: Guidance to Observers on Classroom Protocol during an onsite observation

- Ensure you always carry identification with you.
- Switch off your mobile phone before you enter the class.
- If you are observing the first part of the class, aim to arrive ten minutes before the start. You should ensure that you have access to the Tutor's Course File, including the curriculum plan as well as a copy of the Class Profile where available.
- The tutor should be aware of the reason you are there, but if you have not confirmed details with the tutor by phone or email, check that they are aware that the observation is taking place and what you would like to do (e.g. look at learners' work, talk to learners), and how long you expect to be there. Explain the feedback process including the plans for sharing good practice across the service and explain how your judgements will contribute to the report about the whole service's provision.
- If you are observing from the mid-point of the class, you will need to have had email or telephone contact with the tutor to confirm arrangements so that any disruption to the class caused through your arrival is minimised.
- Remind the tutor that you are there to observe the quality of teaching, learning and assessment, and the experience of the learners.
- If for any reason you do not have access to a copy of the curriculum plan ask the tutor what they are planning for the session, (a copy of the curriculum plan should be included in the Tutor's Course File).
- Ask the tutor if they want to introduce you to the group or if they would like you to do that.
- Take notes during the observation to record your findings. Write evaluative comments before feeding back to the tutor. Do not be obtrusive in your note taking, but make sure you can create an accurate record, including quotes from learners, as a result of the visit.
- Wherever possible HA will expect observers to check the contents of the Tutor's Course File against the Course File checklist and to report any omissions.
- Do not participate in the learning activities.
- Ensure that the tutor knows that you will wish to speak to the learners. Ask the tutor when there will be an appropriate time to do so. (In some types of provision, such as a dance or yoga class, you may only be able to do this before or after the class, so time your arrival accordingly).
- Always be aware of personal sensitivities of the learners and the tutor; ensuring that all individuals feel they have been treated with the appropriate dignity and respect during an observation, this is relevant in all types of provision.
- Plan your exit to minimise disruption to the class and try to have a brief word with the tutor to say thanks. If your exit will cause distraction (e.g., during a tutor led session) do the best you can to minimise this distraction. Don't feel you have to stay until the end.
- Formal Observation visits should normally last for approximately 45 minutes to 1 hour. At the end of the visit, if feasible, you should offer brief feedback to the tutor on the evidence you have gathered and your judgements. **You should not however give an outcome at that stage, as all outcomes are**

subject to moderation. Should any discussion of outcome take place, this must be made explicitly clear.

- Tutors should be asked to complete the HA28 Tutor Feedback sheet to provide a record of their reflections on the session.

You should not leave a copy of your observation notes or your draft report with the tutor.

Additional Guidance in relation to infection control

In addition to the above protocols, you should make sure you adhere to the following to maximise infection control:

- Follow the site/setting requirements for hygiene
- Do not attend the observation if you have any signs of infection

Appendix 3: Guidance to observers on online protocol during an observation

The content and conduct of an online observation are in principle the same as face-to-face observations.

Prior to observation

You 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 (optional)
- The types of devices learners will be accessing the course on
- The platform being used to deliver learning

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

- You can introduce yourself
- Arrange how you will provide feedback

During the observation

Please ensure you enter the session before the start to reduce disruption, if you intend to observe later in the session then please advise the tutor of this.

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

At no point in the observation should you turn on record or transcribe – this will result in a data/privacy breach.

Most online platforms have the ability to turn on subtitles to aid the audio.

Speaking with learners

Opportunity to speak with learners may not be practically possible and should not negatively affect the learning. Depending on the length of the session the tutor may be able to facilitate an opportunity for you to ask learners questions, at this point you should turn your camera back on so learners can see who they are speaking to.

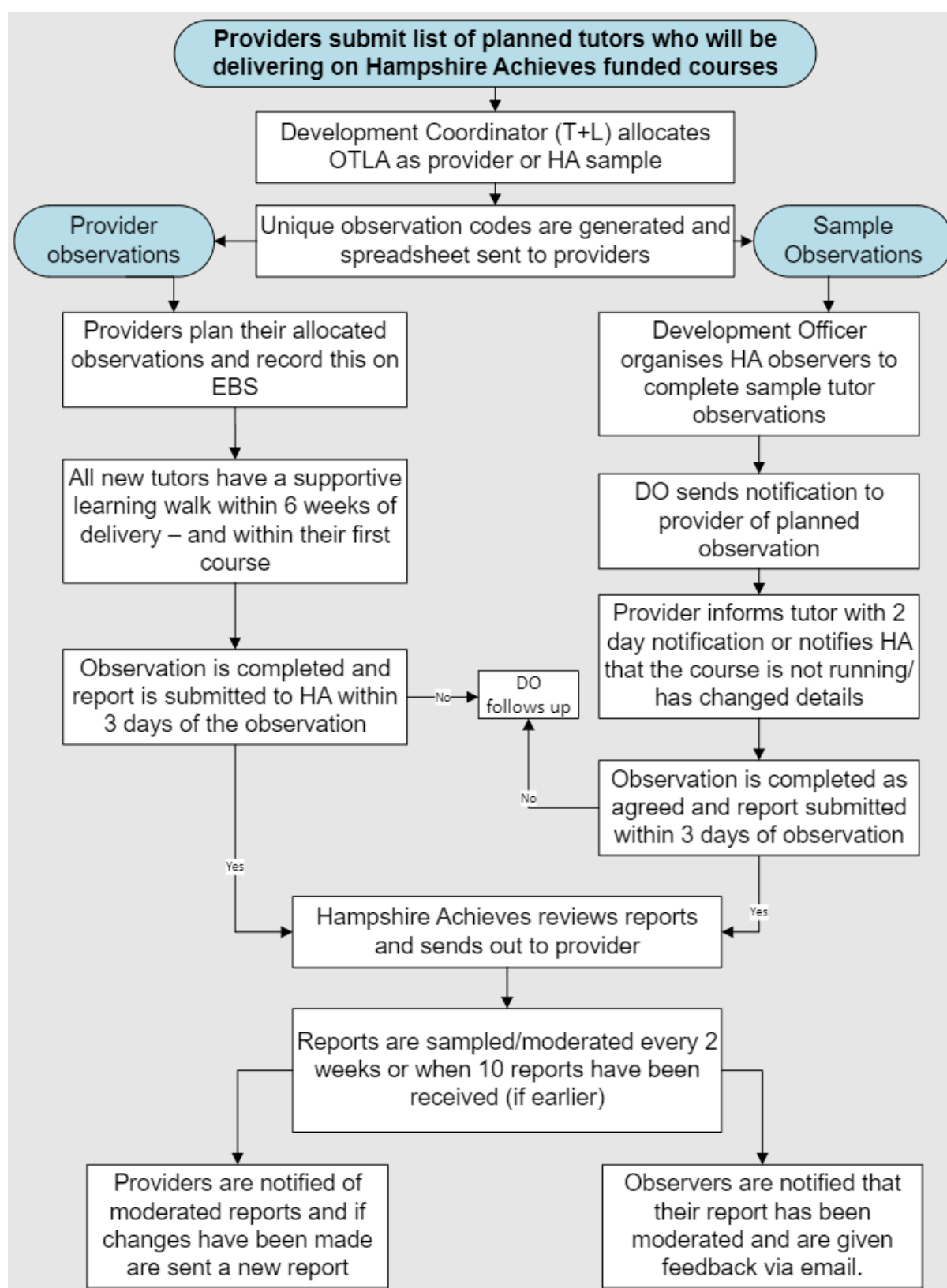
An alternative is that observers use a short (3 questions max) form (MS forms or google forms or similar) to gather information, this could be circulated by using the chat function, or shared via the tutor

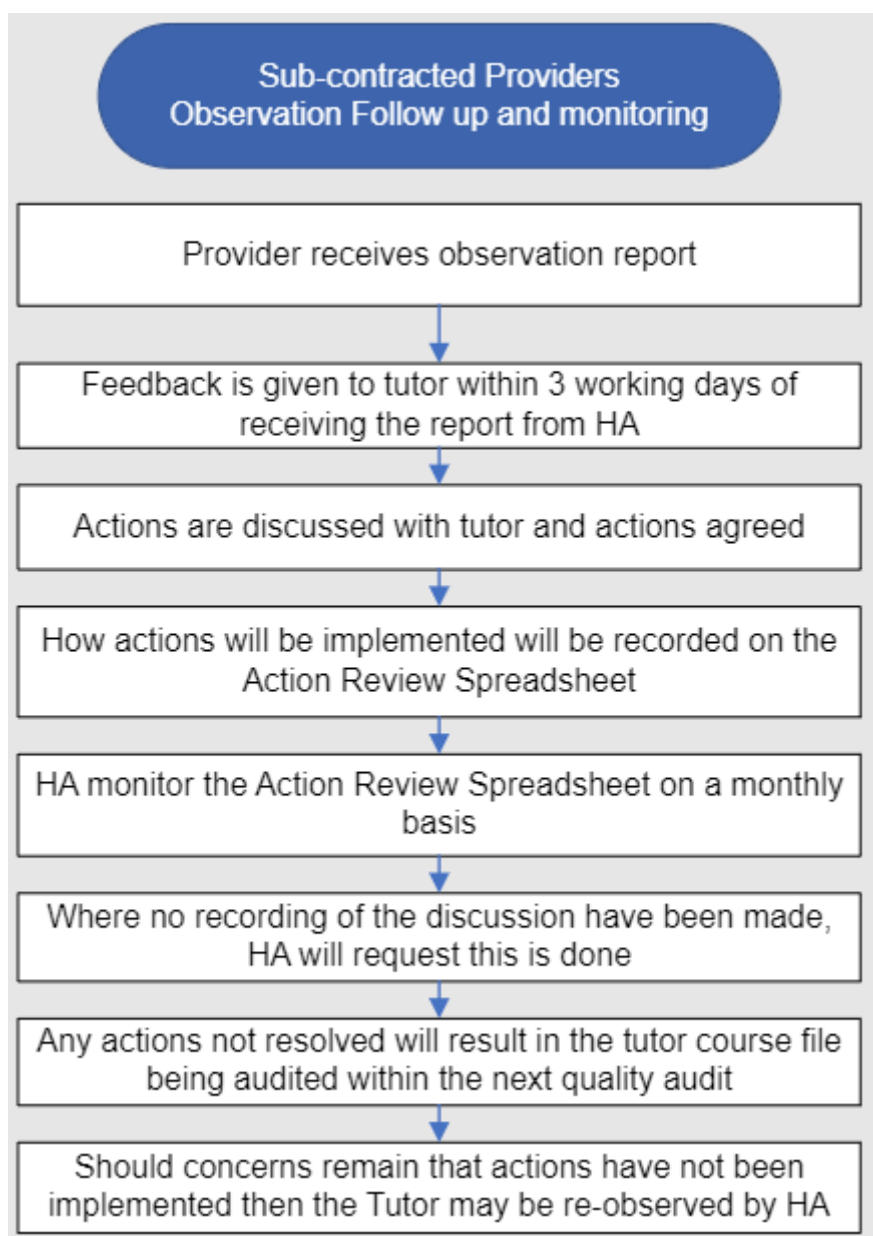
If it was not possible to communicate with learners, then please write this in your report.

Tutor feedback

If you are giving feedback at the end of the session, then please do use camera. Principles of giving feedback remain the same as onsite observations.

Appendix 4: Overview of observation process





Appendix 5: Guidance for Observers for Paired Observations (HA/Learning Provider)

There are two key reasons for carrying out paired observations:

1. for training and development of new or inexperienced observers
2. to quality assure the observations undertaken by sub-contracted provider observers, including
 - to aid consistency in approach to observing tutors
 - to aid consistency in grading and reporting/action planning
 - to share good practice
 - to monitor the effectiveness of quality improvement systems
 - to inform self-assessment processes (SAR)

All new observers must undertake a paired observation at the beginning of the academic year to ensure the above criteria is achieved.

Process

- Observation is arranged in the usual way.
- Observers meet briefly prior to the observation to review curriculum plan ensure shared understanding of the purpose, process, and protocols.
- The feedback will be given by the most appropriate person e.g. if the provider's observer is experienced, they will feed back to the tutor whereas an inexperienced/trainee observer may prefer to observe the feedback being given by the HA observer.
- Following the observation, observers compare their findings and agree brief verbal feedback to be given to tutor. The observers may agree an outcome but should not share this with the tutor.
- The provider's observer will write their own report and action plan and submits this as the main report for moderation, within three working days of the observation visit. The HA observer will take notes and review the pre-moderated OTLA report.
- If, on reflection or following moderation, either observer considers that the original discussion did not focus sufficiently on certain aspects of the session; decides that the 'agreed' outcome may be inaccurate; or has any other concerns about the observation, there should be further discussion between the two observers.
- The observer's moderated report and action plan is formally issued to the senior or centre manager who arranges formal feedback to the tutor, (see also section 12– Feedback).
- Any further discussion or concerns, e.g. following feedback to the tutor, should be referred to HA Development Manager (Teaching, Learning and Success).

Protocol

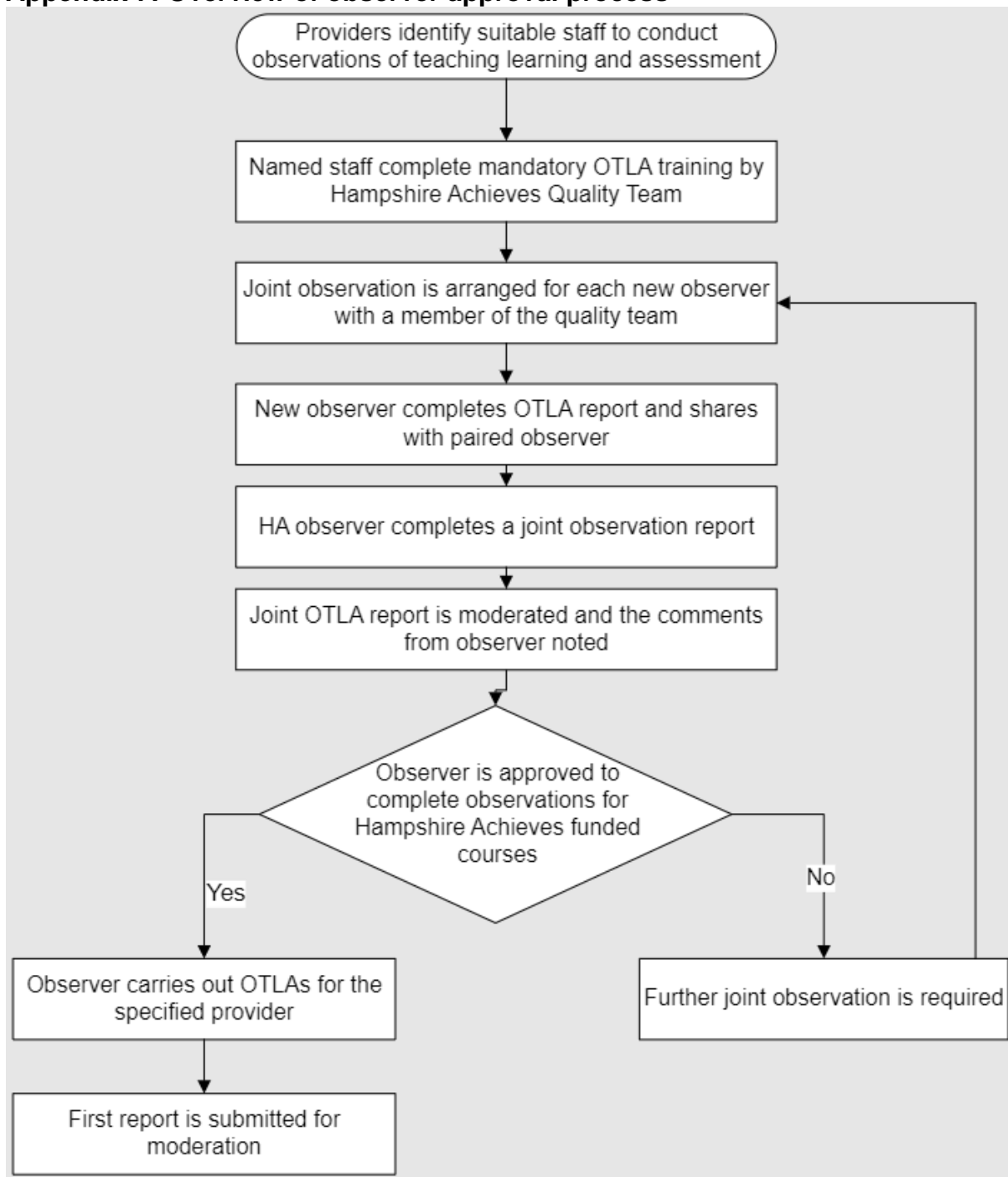
- Give sufficient written notice of the visit, who will be visiting and copy to all parties.
- Follow existing classroom protocol as detailed in Policy and Procedures, including identifying a suitable time to give feedback to the tutor.
- Ask the tutor for a copy of the Course File, including marked register and H&S risk assessment (both should be signed and dated by the tutor).

- Agree a suitable (unobtrusive) place to sit where you can both see and hear well.
- Tell the tutor that you are there to observe the quality of the learning experienced by the learners and agree when it will be appropriate to talk with some learners without disrupting the session.
- Speak to different learners, asking open questions as appropriate
- Take individual notes during the observation to record your findings. Write evaluative comments before feeding back to the tutor.
- Do not take part in the learning activities.
- Plan your exit so as to minimise disruption to the class.
- Give feedback to the tutor at the agreed time.
- Do not give an outcome at this stage (as report(s) will need to be moderated).
- Thank the tutor and learners as appropriate.

Appendix 6: Person Specification for Observers of Teaching and Learning

	Essential	Desirable
Experience		
Experience of teaching 16-18 yrs and/or 19+ learners in community learning settings	✓	
Experience of 16-18 yrs and/or 19+ learners curriculum / management specialism	✓	
Classroom observation experience		✓
Mentoring/supporting young people and/or adult educators		✓
Qualifications		
Subject specific or professional qualification as appropriate	✓	
QTLS; or Level 4 Certificate in Education and Training; or Level 5 Diploma in Education and Training; or PGCE; or Cert Ed; or PCET; or DTLLS	✓	
Abilities/Aptitudes		
Able to deliver high quality teaching and learning to adult learners and/or young people	✓	
Excellent communication skills	✓	
ICT literate	✓	
Understanding of the criteria contained in the Education Inspection Framework	✓	
Commitment to promoting all aspects of Equal Opportunities and good Safeguarding practice	✓	
Able to attend initial and ongoing training for observers of teaching and learning	✓	
Able to attend ongoing standardisation meetings	✓	
Sensitivity towards a range of learning needs	✓	
Able to work flexibly in terms of time and location		✓
Own transport		✓
Other		

Appendix 7: Overview of observer approval process



Appendix 8: Guidance for observations of HA tutors directly delivering provision

For a summary of the process see appendix 9

Arrangements prior to an observation

- At the start of the academic year an observation plan will be created identifying the observer for each tutor and the expected month that this will take place.
- The tutor and their line-manager will be notified of this by email.
- The observer agrees a time and date for the observation with the tutor. The Development Officer is notified of this and enters the planned observation on EBS
- The Development Officer will send a notification to the tutor, their line manager and the observer **a week** before the agreed date.
- The Tutor provides the observer with a copy of the curriculum plan at least **48 hours** before the observation.
- Prior to the observation there should be discussion between the tutor and observer as to any focus they would like for the observation or an area they would particularly like feedback.

Session Protocol

- Observers must be effectively trained before they are allowed to observe classes unaccompanied. An important feature of the training refers to their conduct and professionalism when making a visit. At all times, observers will adhere to classroom protocols and other reporting procedures outlined in this document.
- If an observer has any concerns about Safeguarding, Prevent or Health and Safety, the observer should report their findings to the Development Manager (Quality and Assessment) as soon as possible and must be within 24 hours of the observation taking place. In addition, they should follow HA reporting process.
- As part of your observation, you should review OneFile for the group to be able to comment on learner progress and quality of work (where used)

Providing Feedback to the tutor

- At the end of the observation period the tutor is given brief feedback and **a time arranged for detailed verbal feedback**. This should be within the week. This date can be arranged before the observation has taken place to ensure there is a mutually agreeable time as soon as possible.
- The detailed verbal feedback should be conducted by the person carrying out the observation.
- This meeting should be at least 30 mins long and is a two-way process.
- During this meeting there should be opportunity for the tutor to reflect on what went well, what they might change next time.
- There should also be a discussion on how the session could be improved, ideas that could be tried, alternative ways of delivery. The observer might also suggest useful resources and sites for the tutor to explore.
- The observer might have a list of questions to ask for areas that need to be clarified for the OTLA report, to ensure the report is a true reflection on the observed session.

- This is also an opportunity for the tutor to seek advice and guidance on; curriculum delivery, behaviour management; planned activities; providing for individual learner needs.

Report Submission

- Following this meeting the OTLA report (HA25) should be finalized and submitted to the Quality team using HAqualityteam@hants.gov.uk (**within 24 hours of the feedback meeting**).
- The report should not be shared directly by the observer to the tutor or their line-manager or discussed with others outside of the Quality Team.
- If an observer has any uncertainty about the observation judgements made, they are to be encouraged to discuss this with the Development Coordinator (Teaching and Learning) before submitting their final report.
- Following submission of the report the observer should ensure they keep any notes made securely.

Report Processing

- Once the report has been received it will be checked by the Quality Team. If there are any inconsistencies or missing information the observer will be asked to re-submit the report.
- Any actions will be entered by the development officer on the Action Review Spreadsheet.
- The OTLA report along with any recommended actions will then be shared with the tutor's line manager who will be responsible for following these up and ensuring appropriate support.
- The report will also be sent to, the tutor and relevant curriculum manager.

Appendix 9: Overview of internal observation process

