

Observation of Teaching, Learning and Assessment Policy

Sept 2021

Version 4

1. Scope

This policy applies to all staff at Expanse Learning.

2. Purpose of the Policy

The reasons for the development of this Policy are to:

- Provide and ensure consistency, validity and rigour of teaching and impact on learning across Expanse Learning in evidencing effective intent and implementation of the School / College curriculum.
- Develop a common approach for observers and Teachers and support staff across different sites.
- Put the student and learning at the centre of the process
- Ensure, promote and enhance the quality of learning experience for all students

3. Aims: Observation of teaching, learning and assessment

- Monitor that effective learning takes place
- Recognise and share good practice
- Identify staff development and support needs
- Underpin our self-assessment process
- Encourage and promote constructive professional dialogue
- Develop a culture of continuous improvement.
- Improve the standards of teaching, learning and assessment

4. Quality

Each individual observation fits into a larger quality assurance cycle. The evidence and judgements from each observation provide feedback and actions for each Teacher and/or their support teams as well as building up an evidence profile the learning programme. This profile is recorded in the annual self-assessment report (SAR). Inspectors make judgements about the accuracy and rigour of the SAR when provision is inspected.

5. Types of observation

Observations can be graded or ungraded. Where observations are graded, the grading standards used will be from the Education Inspection Framework (EIF).

Grades and grade descriptors are:

| | | |
|----------------|----------------------|---|
| Grade 1 | Outstanding | Further information on the standards underpinning each of these grades may be found in Section 4. |
| Grade 2a 2b 2c | Good | |
| Grade 3 | Requires Improvement | |
| Grade 4 | Inadequate | |

Examples of ungraded observations include:

- Peer Observation
- Mentored observation
- Themed observations/ walkthroughs
- Drop in visits
- Teacher requests.

Examples of graded observations include:

- Individual observation
- Paired observations
- At risk intervention observation
- Thematic observations
- Teacher requests
- Follow-up observation (part of observation action plan)

6. Scope of observation

All learning activities and all staff involved in them are part of the observation process. Learning activities include formal sessions and activities undertaken as part of:

- Classroom sessions
- Readiness to Learn / O&A activities
- On-the-job-training
- Review of students
- Assessment of students

7. Outcomes of observation

| Grade | Descriptor | Outcome |
|----------------|----------------------|--|
| Grade 1 | Outstanding | Mentor – Good practice exemplar |
| Grade 2a 2b 2c | Good | As above (with minor actions for improvement) |
| Grade 3 | Requires Improvement | Re-observation within an agreed timescale. Action plan and agreed actions for improvement which may include mentoring, CPD, peer observation, etc, implemented prior to re-observation |
| Grade 4 | Inadequate | As above including specific re-training as appropriate |

Where Grade 1 (Outstanding) or Grade 2 (Good) are awarded, the good practice could, with the agreement of the Teacher, be used to raise standards across Expanse Learning. Teachers and support staff may be asked to mentor other teachers and/or allow their colleagues to peer observe their sessions or examples of their practice – such as planning, managing learning, managing PSTs, embedding English and maths or using IT/adaptive equipment effectively. Strategies for sharing good and outstanding practice might include:

- Team meeting
- Mentoring
- Resource sharing
- Staff development activities
- Developing good practice prompts
- Developing case study examples

Where a Requires Improvement Grade 3 is awarded a re-observation within an agreed timescale will take place.

Observers will agree specific actions for improvement with individual teachers through an action plan. This may include mentoring, CPD, peer observation, which must be implemented prior to re-observation.

When an Inadequate Grade 4 is awarded for an observed session, the same actions will be implemented as Grade 3, including specific training as appropriate. **The observer will complete a detailed action plan with the teacher.** This will include detailed actions for improvement, mentoring and training as required and a further graded observation at an agreed time.

Where an individual staff member has been observed as not meeting required performance standards within an observation, **the observer will feedback to that staff member individually and complete a detailed action plan with the staff member.** This will include detailed actions for improvement, mentoring and training as required and a further graded observation at an agreed time as per the grade and actions annex schedule.

These different grade outcomes will determine the dates agreed for the next observation. For example, with Grade 1 or 2, the next graded observation will usually take place in later in the year, whereas with Grade 3 and 4 the re-observation will take place within the same or the next term as appropriate. The process for observation and re-observation outcomes is shown on the schedule attached to this Policy and applies to all teaching and support staff.

8. Frequency of observation

All teachers will have at least one graded observation per academic year. Some teachers may be observed more than once a year. New staff will be observed within the probation period following their appointment. The timescale for all re-observations will be included in post observation action plans. Expanse Learning reserves the right to observe all teachers and support staff and to vary the pattern and timing of observation.

9. Process

Selection and training of observers

All observers will undertake training in observation skills and feedback skills to enable them to accurately assess and grade the standards of teaching and learning in any session they observe. This training will include:

- Awareness and application of EIF grading standards
- SEND, SEMH and ESD support knowledge
- Skills required to conduct effective observations
- Conditions required for effective feedback
- Effectiveness of written feedback
- Effectiveness of verbal feedback
- Agreeing and setting clear actions for improvement
- Undertaking effective monitoring of actions within agreed timescales for completion.

All observers will hold appropriate professional qualifications together with substantial teaching and/or management experience in the lifelong learning sector.

10. Before the observation

Teachers may or may not be given notice that they are going to be observed. This might include no-notice observations; external observations by third parties e.g. Ofsted; Class observations within a defined timeframe; observations on a specific date; or observations on an agreed date. Observers will ensure that teachers have a copy of the OTLA Protocol as well as the most up to date OTLA grading descriptors and are clear about the purpose and management of the observation and the feedback process. Observers will ask teachers to:

- Inform and prepare their students about the observation where appropriate (students should be clear what the observation is for and aware that they are not being judged in any way).
- Ensure that the Classroom File is available on the day and that the observer has a copy of the scheme of work and/or session plan (and any other relevant documentation to support the observation). Example Records which should be made available include:
 - register/record of attendance
 - curriculum and programme outline/scheme of work
 - session plan/previous session plans
 - records of student progress
 - group/individual profile
 - access to students' portfolios/work
 - evidence of individualised target setting for students
 - Agreed date and time of the feedback session
- Provide a place for the observer to sit in the session which is as unobtrusive as possible but allows them to see what is happening clearly.

11. During the observation

To undertake a successful observation, the observer will:

- Stay for a minimum time of 20 minutes to maximum time of 40 minutes to ensure that they have gathered sufficient and valid evidence to support their judgements. This is usually a consecutive period of time. Some observers, however, might choose to vary this, by observing, for example, both the beginning and end of the session. The time spent in the session is not the most important factor; effective use of time is the most important element.
- Get involved in the session whilst remaining detached enough so as not to disrupt the flow of the session and learning.
- Review the session documentation to assess the quality and appropriateness of the session content. Does the session fit well into the scheme of work, have activities and resources been developed and/or amended to meet different student needs etc.
- Assess that teaching support staff briefed and deployed effectively to ensure that all students are able to participate and learn during the session.
- Look at the register to check patterns of attendance and punctuality.
- Focus primarily on the quality of the learning taking place and progress made by students in the session. Just because something has been taught does not mean that it has been learnt.
- Speak to students and ask them their views of their learning/progress in the session/on the programme. Observers will be sensitive when doing this and will not interrupt session activities.
- Thank the teaching team when leaving and confirm the time/date of the feedback

Questions to ask students

| About the session: | About their programme: |
|--|---|
| <ul style="list-style-type: none"> ○ How typical is this session? ○ What have you learned today that you did not know before? ○ What can you do now that you could not do before? ○ How well have you been able to follow the content of the session? ○ How does this session link to previous work you have done? | <ul style="list-style-type: none"> ○ Why did you choose to come onto College / School? ○ Are you learning what you set out to do? ○ What access do you have to IT resources to support your development? ○ Do you feel comfortable asking questions during the class? ○ Does the teaching on this programme provide a variety of activities? ○ How is Equality and Diversity promoted in your classes? ○ How do you use your learning outside of the class? ○ What links are made during sessions to employment? ○ Is the programme what you expected it to be? ○ What information advice and guidance have you been given; When was IAG given? Who provided IAG? |
| About assessment and progress: | About other matters: |
| <ul style="list-style-type: none"> ○ Do you feel that you are learning and making good progress with your studies? ○ How does the Teacher check that you understand the content of the session? ○ Have you had any work marked so far? If so, was the feedback useful and did it tell you what you need to do to improve? ○ Have you got any qualification targets you are working towards? ○ Have you been set personal success targets? If so, can you give an example? | <ul style="list-style-type: none"> ○ What health and safety instructions have you been given? ○ Is the college venue suitable / class time convenient? (E.g. public transport availability, travel time, car parking, security, other facilities) ○ What would you do if you thought you or another member of the group was being bullied / mistreated? ○ What do you know about how to keep yourself safe online? ○ Do you know how to feedback compliments, make complaints and comments? ○ What do you know about prevent and keeping yourself safe? ○ Are there any other comments you would like to make? |

12. After the observation: Feedback and actions for improvement

To be effective, the feedback meeting should be held as soon as possible but no later than one week following the observed session. The feedback meeting will normally last no more than half an hour. The purposes of the feedback session are:

- To support colleagues in their professional practice
- To provide constructive feedback on the observed session
- To engage in a professional dialogue and share teaching and learning strategies
- To identify what worked well and why and what worked less well and why
- To match the strengths and areas for improvement to agreed teaching and learning standards and grade (if appropriate) these using the common grading descriptors
- To agree actions which will maintain or improve the standards of teaching and learning using an action plan set to clear timescales.
- Agree a date and time to communicate to agreed monitor actions

During the feedback session:

- The observer will go through their evidence and judgements recorded on the observation evidence form
- The Teacher needs to be prepared to discuss what happened in the session – try not to be defensive
- The Teacher needs to be prepared to discuss strategies for development and improvement
- The Teacher will be asked to agree actions to maintain or improve the standards of teaching and learning
- The Teacher will need to sign and complete any appropriate documentation relating to the observation process

13. Managing effective developmental feedback

Feedback helps us to become more aware of what we are doing and how others view it. To be helpful, it needs to be given in a direct and supportive way. All comments should be constructive and should be supported by clear evidence examples. Feedback following a session observation should enable Teachers to acknowledge their strengths and focus on any areas which require development and improvement.

Feedback should be given as soon as possible after the observation, in a situation of privacy and with no interruptions. Both parties should be aware of the time available for the feedback in advance of the meeting.

At the beginning of the feedback it is helpful to restate the purpose and structure of the meeting and, where necessary, to check or clarify any points from the session. (This is often a good way to immediately involve the Teacher in the conversation. Remember, monologues have not got a good success rate in changing practice!)

It is important to highlight when the feedback is beginning. There is more than one way to structure the feedback. The

observer should focus on how effective the session was in enabling learning to take place. At the end of the feedback, the observer should re-cap the main points and check that the Teacher has heard and understood the key messages.

For feedback to be successful, the Teacher needs to own and agree the key findings. For this to happen there should be a professional dialogue. Remember, you are not inspectors, your role is to work with your colleagues to support them to improve the quality of the learning experience for every student in the organisation. To do this you need to take them with you. This does not mean fudging the evidence in any way, but it does mean that you need to think about how you are going to present your findings.

14. Key points in giving feedback

Focus on the key messages – strengths and areas for improvement – and give the **amount** of information or comment that the individual can take in at one time. If you say everything in minute detail, you may overload the Teacher so that he or she remembers nothing.

Use examples/models of good practice which are available in the curriculum area or in the service. Use **questions** and **prompts** to encourage **reflection and discussion**.

Ensure that the **language** you use **reflects the grade and the judgements** made in the session. I.e. don't start the feedback with, "That was a really good session," when you know that you have graded it as requires improvement.

Focus on the **behaviour**, not the person: e.g. 'The late start of the session sets a bad example to the students' not 'You're always late, don't you possess an alarm clock?'

Focus on **what you've seen or heard**, not on what you guess are the reasons for it: e.g. 'The session plan did not record any learning objectives or outcomes so there was no way of gauging student progress or attainment', **not** 'I know you don't like paperwork or see the point of it, but you can't just keep ignoring it.'

Be specific rather than generalising. If you find yourself wanting to say, 'You always ...' or 'You never check:

- a) Do I have examples to discuss?
- b) Have I really never seen her or him do this – or anything! – right?

Share ideas and information rather than giving prescriptive advice: e.g. 'I wondered if ...'; 'I thought ...' 'I felt ...' (not 'You ought ...') The exception to this is when you observe anything which is unsafe or unprofessional or which in any way undermines the personal or academic good of the student/s. The response in these circumstances is always, 'You must/must not...'

Listen closely to the responses from the Teacher: this is a professional dialogue; you need to hear and acknowledge the Teacher's viewpoint and perspective. This can often lead to really effective professional sharing. However, you also need to use your professional judgement to gauge and respond to what the Teacher has to say i.e. there is usually some defensiveness displayed when you are pointing out areas for improvement and you will need to respond to and manage this appropriately. Review/recap key points. Ensure that feedback leads to agreed **actions for improvement**

15. Giving difficult feedback

It can be tempting to avoid giving difficult messages but ultimately, if you do not provide this feedback who will? It is your responsibility as an observer to judge the session fairly and objectively, supporting your judgements with clear examples of practice. If difficult messages have to be shared you should:

- Be direct and avoid any ambiguities
- Do not be apologetic about what you have to say
- Focus on the impact on the learning
- Use examples to support your findings
- Listen to what the Teacher has to say and acknowledge their viewpoint even if you do not agree with it
- Keep calm; if challenged, re-iterate the key issues and the evidence underpinning them
- Try to find solutions – identify achievable targets

16. Checking Feedback

Feedback should be checked to ensure that it has been received and understood. You can do this by:

- Summarising the feedback at intervals and as you finish
- Actively encouraging comment and questions
- Checking whether the Teacher has heard the positive feedback as well as the negative, and whether or not they accept and can own it
- Ensuring that the written pro-forma is an accurate record of the strengths and areas for improvement shared and discussed in the feedback session

17. Agreeing Actions

When you have shared the evidence and grade, you need to agree subsequent action to improve performance. If the feedback stops at this point, there is no guarantee that any change of behaviour, performance, knowledge or skill will result:

- Be realistic: don't set a target which you know will not be achieved.
- Set smart targets – don't procrastinate remember this is about raising standards. Be direct but supportive.
- Be aware of current staff development training opportunities available.
- Link targets to regular keeping in touch meetings to offer support and monitor performance; review targets within performance management meetings.
- Use examples and models of good practice to support agreed actions where appropriate
- Ensure that the Teacher receives the OTL evaluation form and sends this back to the appropriate manager
- Observer completes the observation evidence record and ensures that the Teacher receives a copy of this

18. Receiving Feedback

- Listen carefully – take time to think so that you can formulate your responses
- Ask for examples: remember that all observation judgements must be evidence based
- Try not to be immediately defensive, if you are, you might not hear what is actually being said: this is not a judgement on your overall professional practice and competence, the discussion is about **one** observed session
- Check what is actually being said: if need be ask for it to be repeated and don't be afraid to ask for clarification
- Use the observation and the feedback as a development opportunity: remember, constructive, focused feedback is one of the surest and fastest ways of improving professional practice

19. Feedback Summary

Timing: it is helpful to give feedback as soon as possible after the observation while it is fresh in both your minds. BUT if the Teacher is agitated or upset, hold it until they can hear it clearly. Always give them the opportunity to discuss your feedback.

Being direct: it can be difficult sometimes to share the areas for improvement with a colleague. It is confusing, though, if you drop hints or generalisations, or leave with a general encouragement to 'do better' without describing precisely what they might have to do to be better.

Congruence: Ensure that language/grade descriptors used match the observation judgements and grades (Your written and verbal evidence should match).

Give feedback about things the person can do something about e.g. 'I wondered if it would help to give yourself time to arrive before the session and get ready calmly, so you help set a controlled atmosphere ... (*not* 'Don't be such a worrier!').

You might need help, support or encouragement yourself. If you are uncomfortable in advance with giving the feedback, ask to be shadowed in the session by a colleague. Don't be afraid to seek support yourself.

And finally, remember that none of this is personal; it is about providing the best quality teaching and learning experience for every student in your organization.

20. Appeals Procedure

It is hoped that the clear evidence guidelines and the transparency of the observation of teaching and learning process will eliminate situations which necessitate an appeals procedure. Following a teaching and learning observation, the Teacher will receive both verbal and written feedback. If the Teacher disagrees with any points made by the observer or with any aspect of the observation process, the Teacher and observer should try to resolve the differences through discussion. If this does not resolve the situation, then the Teacher should contact the Director or Deputy Director of Further Education. This may result in a re-observation with a different observer but with the same group of students, or with a different

group of students.

21. Moderation of Observation Evidence and Judgements

The **Quality Forum** will undertake standardisation and moderation activities to ensure the rigour, consistency and validity of observation evidence, judgements and grades. This might include:

- paired observations
- observer training sessions
- observer team meetings
- formal sampling of evidence forms

The **Quality Forum** will scrutinise the evidence recorded on observation forms against the following criteria:

- Are all the data sections complete?
- Is there a good practice section?
- Is the evidence sufficient to support the judgements and grade?
- Is there sufficient evidence about learning progress?
- Are examples used to support judgements?
- Is the evidence consistent with the grade? Are there any contradictions?
- Does the 'narrative' match the key strengths and areas for improvement?
- Is there a summary?
- Does this start with a clear judgment on the session?
- Are clear actions to maintain or improve the quality of teaching and learning recorded?
- The monitoring procedures for following up and monitoring of the completion of action plans
- Moderation of evidence confirms or amends the judgements and grades awarded. This means that grades can stay the same or be changed – higher or lower - following a **Quality Forum** moderation panel. This formal examination of observation evidence is a key part of the quality improvement strategy.


22. Monitoring arrangements

This policy will be reviewed every 12 months but can be revised as needed.

Impact of non-compliance

| | |
|---|--|
| Staff: | Disciplinary action, prosecution |
| Student: | Not applicable |
| Legislation/organisational: | Reputational damage, litigation, statutory and non-regulated compliance. prosecution |
| Compliance lead: | Quality Forum |
| Policy Reference: | ELGR-POL-OPR-002 |
| Version: | 4 |
| Agreed policy location: | DatabridgeMIS |
| Does the policy require Governor approval? | No |

Approval

| | | |
|--|--|--|
| Prepared by Scott Roberts (Assoc. CIPD) 01/09/2021  Head of Corporate Services | Approved by Richard King 01/09/2021  Director of Schools, Pre 16 Education | Counter Signatory Tony Brown 01/09/2021  CEO |
|--|--|--|

Version Control

| Version | Date | Revision | Review Date |
|---------|------------|--------------------------------|-------------|
| 1 | 04/09/2019 | First Edition | 04/09/2020 |
| 2 | 10/02/2020 | Policy review and update. | 09/02/2021 |
| 3 | 01/09/2020 | Reviewed for new Academic Year | 31/08/2021 |
| 4 | 01/09/2021 | Policy Reviewed | 31/08/2022 |
| 5 | | | |

Appendices

Information and Guidance for Observers, Teachers and Assessors and Support Staff:

Teaching, Learning & Assessment Standards

Inclusive teaching and learning strategies

- Is curriculum intent effectively implemented and has impact on student learning?
- Are student preferred learning styles/needs used to inform planning i.e. co-production?
- Are teaching and reference materials free from stereotypical images, language and bias
- Are equal opportunities and anti-discriminatory practices modelled by the Teacher?
- Are all students valued, encouraged to contribute and involved in the session?
- Are different ability levels planned for and managed in session?
- Do students receive appropriate individual support in the session?
- Is the learning environment suitable and safely equipped?
- Are students with additional support, including Teaching Assistants making good progress?

Learning Standards

- Are students suitably challenged by the session content? Does it hold their interest and attention?
- Is attendance good?
- Is there a productive atmosphere? Do students feel able to question and comment?
- Are students actively involved in the session? Are their responses appropriate?
- Do students work well on their own? Do they manage tasks/time well?
- Do they co-operate with each other and the Teacher?
- Do students understand assessment? Does feedback improve learning?
- Does standard of work match individual learning goals?
- Have all students achieved stated objectives of session?

Assessment Standards

- Do students show a level of independence, perseverance and initiative appropriate to work at this level?
- Have they developed skills appropriate to the curriculum/vocational area?
- Do they understand underlying principles and ideas?
- Can they apply their knowledge/skills appropriately?
- Have all students reached an appropriate standard for the level and stage reached in the learning programme?
- Are outcomes for students cross-referenced in the planning documents such as SOW, Session Plans, PST trackers etc, where appropriate?

Equality & Diversity

When observing sessions, observers need to remember that discrimination can be based on age, class, disability, ethnicity, gender, religious beliefs, race and sexual orientation. When assessing the quality of the learning experience, therefore, for every student in the group, the observer should consider the following:

- The Teacher uses language which is appropriate and non-discriminatory
- The Teacher manages discussion/comments from other students to ensure student language is appropriate and non-discriminatory
- The Teacher presents material in a way which is sensitive to issues of equality and diversity
- All resources are produced with consideration to positively represent the wide and diverse range of students accessing provision
- Resources are adapted where appropriate to meet the specific needs of Individual students. Examples include large print on coloured paper, using symbols etc.
- Teaching styles are varied and reflect and meet the needs of the range of learning styles within the group
- All assessment is fair and does not discriminate against any student
- Students are enabled to evaluate the programme and Teacher in an open – and where appropriate anonymous way.

Direct Learning Support

When observing direct learning support, the observer might find it helpful to consider the following:

Instructors / Teaching Assistants

- Does the TA have a copy of the session plan?
- Has the TA received copies of any resources to be used in advance of the session?
- Is the role of the TA clearly identified on the session plan?
- Is the TA punctual?
- Does s/he have appropriate learning support records to record activities and progress?
- Is the TA using language at an appropriate level for the student/s?
- Has the TA prepared or modified any learning aids/resources to support the student/s to achieve their learning objectives?
- Is any assistive technology requested, in place, appropriate and working? Is s/he a specialist in the vocational area?
- Is there effective interaction between the TA and the Teacher?
- Is the TA well-used in the session or does s/he look under-used at any stage?
- Is the TA responsive to the needs of the student/s without doing their work for them? Does the TA divide his/her time well between students needing support?
- Does the TA demonstrate respect and value for each individual?
- Are equal opportunities and anti-discriminatory practices modelled by the Teacher and TA? Do the TA use appropriate strategies to sustain the student/s interest?
- Does the TA involve the student in the identification and recording of their progress?
- Are records relating to the student receiving direct learning support stored in a way which is sensitive to confidentiality and data protection?

Students

- Are students suitably challenged by the session? Does it hold their interest and attention? Do they feel able to question and comment when working with the TA?
- Do they take an active part in the session or do they look isolated? When they contribute to the session are their responses appropriate?
- What learning progress does each student make as a result of the support they receive? What is the standard of work in their files/portfolios?
- How are they progressing through their assignments?
- Is there evidence that TAs have been able to support students to address actions for improvement following assignment feedback?
- Are students making sufficient progress to achieve their learning goal/qualification or to reach their individual targets?

Please note that direct learning support does not include care or voluntary support. However, the Teacher is responsible for the effective deployment and management of all learning support in sessions.

Embedded or Discreet Functional Skills

Questions to ask re the FS needs of the students

- What FS are needed for the programme?
- What FS needs assessment has there been?
- What strategies are in place for supporting individuals with FS needs?
- Has support been accepted or rejected by any individuals?

Evidence indicators in sessions where FS needs are being met and where support is effective

- The Teacher knows the individual FS needs of the students and this is evident in the scheme of work, session plan and any resources designed to support learning activities
- Referencing in the scheme and session plan reflects the level of main programme / level of student
- There is evidence through student's work of commenting on spelling, grammatical punctuation and calculation mistakes etc
- The language used in the teaching is appropriate for the level of the students and apart from essential/technical terms, matches that referenced in the FS Curricula
- Activities and resources are differentiated to meet individual FS needs
- All students are happy and able to communicate. When this is not the case, the Teacher is aware of what is not working and why
- There is evidence of joint planning/training
- involving vocational programme teams, skills for life specialists and learning support

- The Teacher takes advantage of all opportunities to develop skills
- FS support is structured and integrated into the programme planning and delivery

What indicators might there be for observers that individuals have functional skills needs?

- Avoidance techniques
- Are students making excuses?
- Are any students unusually quiet, reserved or unusually brash?
- Are any students always volunteer others to avoid having to undertake a task themselves?
- Are any students regularly avoiding activities?
- Students not progressing / achieving outcomes
- The work produced indicates some needs. (e.g. spelling, difficulty with simple numerical tasks, regularly misunderstanding written tasks or missing sections out etc.)
- The time taken to produce work/complete tasks is comparatively long for some students?

Issues to discuss/questions to ask when you identify that FS needs are not being met

- Does the Teacher have relevant information on students' identified literacy and numeracy needs/level?
- Does the Teacher understand which skills for life are involved in their sessions and the impact on learning that this can have if needs are not supported/met in some way?
- Does the Teacher understand the need to record any skills for life needs identified?
- Is it that the Teacher has not identified the need, or that they are unaware of strategies for supporting students with skills for life needs (both within their own teaching practice and through additional support)?
- Has the Teacher been given any guidance/support to embed SfL within their subject?
- Has the Teacher undertaken any SfL training?

Observing SEND

The same teaching and learning standards and common grading descriptors apply when observing provision for students with learning difficulties and/or disabilities as for any other student.

Some aspects of teaching and learning, however, will need particular emphasis or application for students who are working to individual targets and might require specialist support to enable them to achieve their learning goals.

Planning

- Does planning relate to baseline assessment and personal success targets? Are all records available?
- Is there a clearly structured scheme of work, appropriate for individual learning needs?
- Are support / specialist staff clearly deployed?
- Does planning provide evidence of multi-disciplinary approaches to meet individual needs?

During the session

Are individual learning targets shared with students and relevant support staff?

- Is the Teacher up to date/knowledgeable in subject area and aware of the impact of disability on learning?
- Are communication, literacy, numeracy and language support accurately identified and effectively addressed within session activities?
- Are activities appropriate? Do staff have realistic expectations of students?
- Are multi-sensory approaches used to support students?
- Are health and safety practices adhered to and reinforced? Are risk assessments in place?
- Are an appropriate range of specialist/resources used effectively to promote individual learning?
- Are clear directions given? Are these re-enforced by written/signed/symbol guidance where appropriate?
- Are learning support staff effectively managed and deployed within the session?
- Do staff use appropriate behaviour strategies effectively, skilfully and consistently?
- Are all students treated with dignity and respect?

Learning Standards

- Are students appropriately challenged by the session content? (With reference to assessment and targets)
- Are students actively involved in the session? Are their responses appropriate? Do they co-operate with each other and with staff?
- Where appropriate, do students work well on their own? Do they manage tasks/time well?

- Are they encouraged to understand alternatives and make choices?
- Do students understand assessment and are they aware of the progress they are making?
- Have all students achieved identified individual objectives/targets? Have they maintained/developed skills, increased knowledge, improved confidence etc?

Assessment Standards

- Do students show a level of independence, perseverance and initiative appropriate to level of work and/or their individual learning targets?
- Are students developing skills which will promote independence and aid transition?
- Does standard of work match baseline assessment and individual learning goals?
- Are students working at an appropriate pace for their identified level of ability?
- Are small steps of learning noted, shared, recorded and celebrated? Is progress rigorously monitored; and are students aware of their progress?
- Are students entered appropriately for external awards? Is standard of work appropriate to achieve award?

Guidance for Observing Reviews (AR Format on Progress Days)

All the key elements of a good session should be present in a group One to One, additional distinguishing features that raise the level of group reviews are:

- Teacher in depth knowledge of individual students
- Use of confidence building strategies and encouragement to achieve known potential
- Clear, explicit student understanding of One to One activity and what they are trying to achieve
- Specific reference to external requirements/information distilled for group
- Exam entries/tracking procedures
- Review and monitoring of individual progress
- Clear records of individual progress

Observing One to One Reviews

Observers will not observe One to Ones that involve Teachers discussing personal matters, but observations can take place to observe 1-1 target setting and progress review sessions. Such sessions will contain valuable evidence of how provider policies are translated into action and whether the policies are effective at motivating and raising overall student effort and attainment. In this regard the criteria related to learning within Key Question Two, as follows, should be fully considered:

The extent to which all students:

- acquire knowledge and skills, develop ideas and increase their understanding become confident in what they are doing.
- understand how well they are progressing and what they need to do to improve work productively and make effective use of their time
- are interested in their work and able to sustain their concentration. think and learn for themselves
- make use of the resources available to them, for example in libraries and ICT suites
- show determination to complete assignments on time and see problems through to resolution
- are prepared to seek help and act on the advice they receive"

Within a One to One there should be:

- Venue is suitable for a private discussion with no distractions
- Clear aims and objectives i.e. an agenda for the session
- A clear review of progress to date and negotiating on future, short-term SMART targets
- Good listening skills
- The ability to help the student to evaluate their own performance and to set their own SMART targets
- Updating the student's tracker
- Opportunities for the student to raise issues of personal interest/concern. Coaching support to help overcome study or other problems
- Evidence of the student addressing or being set targets to address Ofsted criteria
- Awareness of own limitations and when to refer to expert guidance or pastoral support
- Promotion of links with family and friends to encourage support for learning, future career plans and attendance at

- progress meetings
- Motivates to achieve full potential
- Ends in a positive manner.

Observing work related learning activities

The main sources of evidence for the assessment of work-based learning include:

- Ensure when you are writing the narrative that you capture evidence of learning/progress strengths and areas for improvement as well as teaching as evidence of learning is crucial when considering the grade.
- Record examples of strengths and areas for improvement. For example, if planning is a strength say why or if different learning needs are not met state what the impact of this is It is very important that observers complete the observation evidence record as well and as completely as possible. This is because the evidence on the form provides a clear record for the Teacher in relation to what worked well in the session and why and what needs further improvement and development and why. Also, after the observation and feedback are complete, the only evidence and record of this is in the record.
- When observations are moderated to ensure the rigour, validity and consistency of the observation process and the judgements and grades awarded, the moderation will focus on the quality of evidence recorded in the observation evidence record. This does not mean that you have to write an essay and spend many hours after the observation completing the form. It does mean, however, that you do need to be aware of some key elements when completing the observation evidence record
 - authorised witness testimonies
 - employer feedback
 - records of assessment and observation of students' performance
 - records of discussions with staff responsible for students' performance students' portfolios
 - students' responses to written and oral questioning.

Observers can observe the teaching and learning of practical skills in many different settings, for example learning resource centres, workshops, studios, laboratories, salons, kitchens, sports halls, simulated work environments and places of employment. They may observe the start of practical sessions and return later in the session to assess the progress students have made. Matters that are particularly relevant to the judgement of practical sessions include:

- whether the balance between the teaching of theory and practical skills is appropriate.
- whether students have a sufficient grounding of theory before starting the relevant practical work
- the safety and suitability of the environment for the practical activity and the number of students expected to attend
- whether the activities reflect current commercial or industrial practice the quality of the equipment and other learning resources
- the quality of Teachers' demonstrations of practical skills
- whether students have enough time to practise and develop their skills
- whether there is a clear distinction between practice and work for assessment
- whether Teachers divide their time equitably between all individuals in the group, and are
- whether students are achieving appropriate standards, which should approach commercial or industrial standards, towards the end of their programme
- whether functional skills are integrated effectively

Guidance for Effective Completion of Observation Evidence Records

Reflect the session title accurately, e.g. health and safety, this is week six on safe manual handling.' This enables anyone moderating the session to have some clear insight into the session purpose.

If there is a narrative section on your observation evaluation record the 'story' of the session. This chronological sequence of events will help you to identify key strengths and areas for improvement and will support your feedback to the Teacher. It also provides key evidence when observations are moderated (It is often helpful to write the story of the session and then summarise your judgements in the last 10 or 15 minutes of the session):

- Ensure that all the data sections of the form are completed as this information will used in data analysis of the observation system.
- Use the OTLA teaching and Learning Standards checklist as an aide-memoire during the observation; this will ensure that you have considered teaching, learning and attainment
- If there is a context section on your observation evidence record complete this as soon as you start the observation. For example, 'A 4-week module on health'

- Check that you are not recording norms as strengths. Use the common grading descriptors (the 4-point grading grid) to help you with this as well as EIF satisfactory indicators.
- If there is a good practice section on your observation evidence record, make a note of anything here which could be used to raise standards across a team/area of learning (NB This should not be used to identify a strength in the session but is for a broader purpose to raise standards across the organisation)
- Ensure that the language you use in the observation evidence record matches the overall judgement. For example, do not write that every element was good and then award a grade 1 or grade 3 to the session
- Ensure that the language you use is objective, professional and evidence based; observations are not personal in any way
- If you are able to talk to students during the session and look at their work – and this should be a key part of your evidence – then include your judgements and the feedback on the observation evidence record
- Ensure that your strengths and areas for improvement on the observation evidence record match the key issues in your narrative
- If there is a summary section on your observation, ensure that this starts with the overall judgement. I.e. ‘This session was outstanding because...’ and then summarise your overall evidence in two or three sentences
- If actions for improvement are recorded on your observation evidence record, then ensure that these are clear, realistic and achievable and consider how these will be monitored to ensure that real improvement has occurred as a result of the observation and feedback

Remember that teaching and learning observations are not based on opinion but are judgements which are based on clearly identified and recorded evidence. A well-written observation evidence record should provide a clear evidence trail which leads logically and consistently to the overall judgement and grade, utilise the guidance notes as part of your preparation

| Team and Individual staff management information | | | | | | | | | | | |
|--|---|-----------------------------|--|--|--|--|--|---|-----------------------|---|----------------------------|
| Duration | Grade 1 Session Observation | Grade 2 Session Observation | Grade 3 Session Observation | Grade 4 Session Observation | | | | | | | |
| Week 1 | No further observation unless concerns raised | Further observation in year | Period of support culminating in re-observation: Minimum period for re-observation: 4 weeks Maximum period for re-observation: 6 weeks | Period of support culminating in re-observation: Maximum period for re-observation: 4 weeks | | | | | | | |
| Week 2 | | | | | | | | | | | |
| Week 3 | | | | | | | | | | | |
| Week 4 | | | | | | | | | | | |
| Week 5 | | | | | Re-observation | | | Outcome = Grade 2 | Outcome = Grade 3 | Outcome = Grade 4 | |
| Week 6 | | | | | Further period of support | | | No further action required | Start Grade 3 Process | Formal Action | |
| Week 7 | | | | | Intensive support for 4-6 weeks | | | | | Notification of first formal capability meeting <u>Capability (First Formal Meeting)</u> Intensive support to improve performance (4 weeks) | |
| Week 8 | | | | | Improvement Plan introduced | | | | | | |
| Week 9 | | | | | Re-observation | | | | | | |
| Week 10 | | | | | Outcome = Grade 3 or 4 | | | Re-observation | | | |
| Week 11 | | | | | Further period of support | | | Outcome = Grade 2 | Outcome = Grade 3 | Outcome = Grade 4 | |
| Week 12 | | | | | Note QIP | | | No further action required | Start Grade 3 Process | Formal Action | |
| Week 13 | | | | | Notification of first formal capability meeting | | | | | Notification of second formal capability meeting <u>Capability (Second Formal Meeting)</u> Intensive support to improve performance (4 weeks) | |
| Week 14 | | | | | <u>Capability (First formal meeting)</u> | | | | | | |
| Week 15 | | | | | Intensive support for 4-6 weeks | | | | | | |
| Week 16 | | | | | Improvement Plan updated | | | Re-observation | | | |
| Week 17 | | | | | Re-observation | | | Re-observation | | | |
| Week 18 | | | | | Outcome = Grade 3 or 4 | | | Outcome = Grade 2 | Outcome = Grade 3 | Outcome = Grade 4 | |
| Week 19 | | | | | Further period of support | | | No further action required | Start Grade 3 Process | Formal Action | |
| Week 20 | | | | | Notification of second formal capability meeting | | | | | Intensive support to improve performance (4 weeks) | |
| Week 21 | | | | | <u>Capability (Second formal meeting)</u> | | | | | | |
| Week 22 | | | | | Intensive support for 4-6 weeks | | | | | | |
| Week 23 | | | | | Improvement Plan updated | | | Re-observation | | | |
| Week 24 | | | | | Re-observation | | | Re-observation | | | |
| Week 25 | | | | | Outcome = Grade 3 or 4 | | | Outcome = Grade 2 | Outcome = Grade 3 | Outcome = Grade 4 | |
| Week 26 | | | | | Further period of support | | | No further action required | Start Grade 3 Process | Dismissal Hearing Called | |
| Week 27 | | | | | Notification of second formal capability meeting | | | NOTE First formal capability meeting needs 5 working days' notice. Full capability timetable will be set out at the first formal capability meeting. All future meeting dates and times to be set at the first formal capability meeting. All staff to be reassured that this does not mean that the process 4-week action plan and support set at the first formal capability will run through to the end capability meeting. | | | |
| Week 28 | | | | | <u>Capability (Second formal meeting)</u> | | | | | | |
| Week 29 | | | | | Intensive support for 4-6 weeks | | | | | | |
| Week 30 | | | | | Improvement Plan updated | | | | | | |
| Week 31 | | | | | Re-observation | | | | | | |
| Week 32 | | | | | Outcome = Grade 3 or 4 | | | | | | Outcome = Grade 2 |
| Week 33 | | | | | Further period of support | | | | | | No further action required |
| Week 34 | | | | | Notification of second formal capability meeting | | | | | | |
| Week 35 | | | | | <u>Capability (Second formal meeting)</u> | | | | | | |
| Week 36 | | | | | Intensive support for 4-6 weeks | | | | | | |
| Week 37 | | | | | Improvement Plan updated | | | | | | |
| Week 38 | | | | | Re-observation | | | | | | |
| Week 39 | | | | | Outcome = Grade 3 or 4 | | | Outcome = Grade 2 | | | |
| Week 40 | Capability Dismissal Hearing Called | | | No further action required | | | | | | | |

| Planning and Preparation | | | |
|--|--|--|--|
| 1. Outstanding | 2. Good | 3. Requires Improvement | 4. Inadequate |
| Scheme of Work | | | |
| Fully comprehensive and customised Scheme of Work with details about teaching and learning, description of activities and methods, including differentiation, resources and planned assessments. | Customised Scheme of Work shows teaching and learning with details of activities, methods, resources and assessments. | Brief Scheme of Work with lack of detail and/or repetitive. Insufficient information about teaching and learning. | No or very brief Scheme of Work, little more than a list of topics. |
| Strong links to session plan from Scheme of Work. | Links to session plan from Scheme of Work. | Some links to session plan from Scheme of Work. | Session plan had little relationship to Scheme of Work. |
| SMART ILP targets, that stretch and challenge, showing long term, medium term and short targets. Links to EHCP are made and fit within the requirements of a study programme/ communication and calculation development. | Detailed specialist planning records which clearly result from initial/ baseline assessment and links well to appropriate ILP targets/ EHCP. Effective targets that show effective stretch and challenge. Study programme and communication / calculation are clearly shown. | | |
| Communication/ calculation / technology and independence within an age appropriate FE focus. Links with Accreditation/ RARPA. | Good scheme, which clearly links subject vehicle to individual learning needs and incorporates communication / calculation / technology independence with age appropriate FE focus. Links with accreditation/ RARPA. | | |
| Session Plans | | | |
| Very detailed, customised session plan showing excellent range of activities planned to meet different learning styles/needs, plus timing, methods, resources, frequent planned reviews and recaps and assessments. | Good session plan with customised, clear structure, identified resources and activities and assessment linked to different learning styles/needs. | Session plan only has outline of teaching methods, student activities and assessment. | No or very brief session plan with minimum detail and insufficient teaching and learning activities. |
| Tutor/HLTA plans learning session and assessments very effectively to show student involvement and progression, so that all students undertake inspiring and demanding work that helps them to realise their potential. | Links on the session plan to student involvement, next steps and progression in the session. | Little evidence of planning of student involvement and progression in the session. | No evidence of planning for student involvement and progression in the session. |
| Excellent range of differentiated activities planned to meet different learning styles/needs. | Some planned assessment. | Planned assessment repetitive. | Teaching is poorly planned. |
| Excellent links to scheme/Accreditation/ RARPA/ skills development. Promoting independent students' skills with communication and calculation. | | | No planned assessment. |
| Learning Environment | | | |
| Excellent accommodation and student accessibility. Safely equipped to meet minimum Health & Safety statutory requirements. | Good well-equipped accommodation that meets student accessibility and meets minimum Health & Safety statutory requirements. | Satisfactory accommodation. Basic and safe but could be better. | Inadequate and/or unsafe accommodation for learning purpose. |
| Creative organisation of classroom to maximise learning. | Effective organisation of classroom promotes learning to most students. | Inconsistent organisation of classroom which affects learning for some students. | Poor, little or no organisation of classroom. |
| Health & Safety issues are fully anticipated and shared with students. | Health and Safety issues are addressed and referred to as appropriate. | Health & Safety issues are partially addressed but do not hinder learning. Some reference is made to Health & Safety issues. | No reference made to potential Health & Safety issues. Health& Safety issues hinder or prevent learning. |

| | | | |
|--|--|--|---|
| Reasonable adjustments are made for disabled students or those with special educational needs. | Reasonable adjustments are made for disabled students or those with special educational needs. | Reasonable adjustments for disabled students or those with special educational needs not fully considered | Reasonable adjustments for disabled students or those with special educational needs not considered. |
| Safeguarding/Personal and Social Development | | | |
| Scheme of Work and Session Plan clearly document comprehensive consideration given to Safeguarding. | Scheme of Work and session plan make clear reference to safeguarding. | Scheme of Work and session plan make some reference to safeguarding. | Scheme of Work and session plan makes little or no reference to safeguarding. |
| The tutor/HLTA's open culture promotes all aspects of students' welfare. Students are safe and feel safe. | Student' welfare is given priority and students are safe and feel safe. | Personal development, behaviour and welfare are not yet good. | A significant minority of students do not understand how and why to live healthy, positive lives both physically and emotionally. |
| The personal and social development of students is fully established, documented and prioritised and equips them for their future. | The personal and social development of students is considered, documented and prioritised and equips them for their future. | Student' safety is not fully considered. | Student' safety, personal development, behaviour and welfare not considered. |
| Differentiation/Inclusion | | | |
| Learning is designed for, personalised and targeted to both the most able and most disadvantaged individuals, and ALL students are stretched and challenged. | Good identification of individual learning needs with some strategies in place to address needs. An awareness of differentiation. | Some identification of individual needs but no planned strategies in place to address them e.g. one to one support given when requested. | Insufficient or no identification of individual learning needs. |
| Teaching, learning and assessments are planned to promote equality, raise awareness of diversity and tackle discrimination, victimisation, harassment, stereotyping, radicalisation and bullying, and consider life in today's Britain. | Teaching methods and materials are sensitive and promote equality of opportunity. | Some examples where the teaching methods and materials are sensitive and promote equality of opportunity. | Tutor/HLTA does not promote equality of opportunity or understanding of diversity effectively and this disadvantages individuals or groups of students. |
| Excellent range/creative SEND approaches used to maximise learning and involve students; highly appropriate for individuals, group and subject, promoting independent learning and show progress. Interesting, highly motivating and challenging. Highly enjoyable. | | | |
| Fundamental British Values | | | |
| Clear, engaging and relevant activities to promote Fundamental British values (rule of law, individual liberty, democracy and mutual respect and tolerance) are planned to tackle discrimination, victimisation, harassment, stereotyping, radicalisation and bullying in the scheme of work and in the majority of session plans. | Activities to promote Fundamental British values (rule of law, individual liberty, democracy and mutual respect and tolerance) are planned to tackle discrimination, victimisation, harassment, stereotyping, radicalisation and bullying in identified sessions on the scheme of work and where relevant in the session plan. | Some references made to promote Fundamental British values (rule of law, individual liberty, democracy and mutual respect and tolerance) in the scheme of work and session plan. | No evidence that Fundamental British values have been considered in the planning of the session or scheme of work. |
| Spontaneous opportunities consistently taken by trainer and students to promote and challenge behaviours and actions that do not support FBV. | Spontaneous opportunities are taken to promote and challenge behaviours and actions that do not support FBV. | Spontaneous opportunities sometimes missed to promote and challenge behaviours and actions that do not support FBV. | Spontaneous opportunities consistently missed to promote and challenge behaviours and actions that do not support FBV. |
| Conduct of Session | | | |
| 1. Outstanding | 2. Good | 3. Requires Improvement | 4. Inadequate |
| Introduction, aim and objectives | | | |
| Contextualised introduction linked to comprehensive aim and objectives that are clearly explained and discussed with students. Students' feedback on session aim and objectives and their starting point is clearly established. | Session is introduced clearly and aim, and objectives discussed with students, who are given the opportunity to feedback. | Brief, general introduction aim and objectives. Students given little opportunity to feedback. | Little or no introduction, aim and objectives. Students given no opportunity to feedback. |

| | | | |
|---|---|---|--|
| Reference made to previous session and reflection encouraged. | Some reference made to previous session. | Little reference made to previous session. | No reference to previous session. |
| Aim/objectives are displayed clearly throughout the session and reference is made to them at key points. | A visual reminder of the aim and objectives is displayed at the beginning and end of the session. | Aim and objectives are not referred to during session. | No aim or objectives stated or shared. |
| Learning Materials/Resources/ILT | | | |
| Creative and innovative use of 'ready-made' and in-house produced resources inspires and challenges ALL students meeting their different needs and enabling them to enjoy learning. | Variety of resources used which match the aim and objectives and are customised to the ability of the students | Resources match some of the aim and objectives but contain unrelated information that could confuse students and are not appropriate to the level of the student. | Insufficient or inadequate resources that do not meet the needs of the students. |
| The use of ILT is highly customised to meet the individual requirements of each student and the group as a whole and makes the session dynamic and motivational. | The use of ILT is relevant and utilised at different stages throughout the session and increases students' engagement and learning. | The use of ILT has little impact on learning and engagement. | No use of ILT (where appropriate). |
| Excellent quality, sustainability and longevity of resources considered. | Good quality, sustainability and longevity of resources considered. | Resources are poor quality and unsustainable. | Resources are illegible and inappropriate. |
| Highly effective use of diverse examples carefully checked for bias. | Effective use of diverse examples, care is taken to avoid bias. | Some use of diverse examples and some evidence of checks for bias. | Little or no knowledge of inclusive learning principles. Resources used are stereotypical, inaccurate and / or offensive examples. |
| Use of questioning | | | |
| Highly effective and progressive use of questioning skills throughout the session to probe students' skills and knowledge and encourage them to reflect on their learning. | Good range of questioning methods used to check learning throughout the session. | Limited range of questions, with some opportunities lost throughout the session. | Few or no questions used throughout the session with students not encouraged to ask questions throughout the session. |
| Students were eager to ask and be asked appropriate questions throughout the observation. | Students asked appropriate questions throughout the observation. | Students asked some questions during the observation. | Students asked no questions during the observations |
| Tutor listens to, carefully observes and skilfully questions students during learning sessions, and follows up any misunderstandings. | Tutor listens to, observes and questions students during learning sessions and checks understanding. | Student voice not heard. | Student voice ignored. |
| Links in the learning | | | |
| Previous knowledge and experience are referred to at the start of the session and throughout the session to build and deepen learning | Previous knowledge and experience is referred to at the start of the session but not consistently referred to throughout the session. Some consideration made to build and deepen learning. | Some attempt is made to link new material with previous knowledge or experience. | No attempt is made to link new material with previous knowledge and/or experience. |
| Pertinent 'real life' examples consistently used to reinforce and promote learning. | Some use is made of 'real life' examples to reinforce and promote learning. | Few links are made to 'real life' examples to reinforce and promote learning. | No links are made to 'real life' examples to reinforce and promote learning. |
| Strong and effective links are made to relate prior and anticipated learning within the particular curriculum/standards. | Links are made to relate prior and anticipated learning within the particular curriculum/standards. | Previous learning briefly referred to. | Previous learning is not referred to. |
| English, Maths, ICT and Employability Skills | | | |
| Tutor takes each and every opportunity – both planned and spontaneous – to promote and include English, maths, ICT and employability skills to ensure that students are well-equipped with the necessary skills and appropriate attitudes and behaviours to work to progress to their next steps. | Tutor develops, where appropriate, students' English, mathematics, ICT or employability skills to prepare them for their future progression. | Frequent opportunities lost to teach English, maths, ICT and employability skills | No opportunities taken to teach English, maths, ICT and employability skills. |

| | | | |
|--|---|--|--|
| Highly effective identification of specialist communication and calculation in lesson planning /targets/ activities/ Technology resources. Highly effective and appropriate planning and recording of progress to match individual student level and need. Highly effective feedback to help the student improve. Integration of real and practical learning concepts. Highly effective stretch and challenge. | | | |
| Teaching methods | | | |
| Enthusiastic and dynamic presentation. Teaching has flair, passion and creativity that inspires and challenges ALL students meeting their different needs and enabling them to enjoy learning and achieve their learning goals both in sessions and between learning sessions. | Engaging delivery holds the interest of students and promotes motivation. | Delivery clear but does not always hold the interest of the student. | Ineffective or unenthusiastic delivery that does not engage students. |
| Students work consistently in a variety of ways including: individually, paired and or in groups. | Students occasionally work in different ways, including: individually, paired and in groups. | Students work in very limited way, in general too much teacher talk. | Too much teacher talk. |
| Tutor has consistently high expectations of all students, and all students achieve. | Tutor expects all students to learn, and all students achieve. | Tutor does not appear to expect very much from the students, and not all students achieve. | Tutor has no expectations of the students. |
| Tutor sets work that builds on previous learning, extends students' knowledge and understanding and develops their skills to ensure that they are prepared for their future. | Tutor sets work that consolidates learning, deepens understanding and develops skills. | Tutor does not notice or does not act if students are struggling to meet the demands of the lesson. | As a result of weak teaching students or groups of students make insufficient progress and are unsuccessful in attaining their learning goals and progressing to their planned next steps. |
| Tutor clearly knows each member of the class as an individual and is attuned to their background, motivation, aspiration and needs. | Tutor reshapes tasks and explanations and provides feedback to tackle misconceptions and build on students' strengths. This has a positive impact on learning. | Tutor lacks the ability to promote learning and students do not see its relevance to their everyday lives and planned next steps. | Tutor does not appear to know their students. |
| Teaching consistently and effectively promotes students' spiritual, moral, social and cultural development. | Teaching promotes students' spiritual, moral, social and cultural development. | Missed opportunities to promote students' spiritual, moral, social and cultural development | No promotion of students' spiritual, moral, social and cultural development. |
| Highly effective use of diverse, appropriate forms of communication to meet needs of SEND students. Eg Communication strategy for ASD/ PMLD/ HI / sign language etc. | | | |
| Management of Learning | | | |
| A real sense of learning as a team endeavour. A group of individuals who respect and are concerned for each other working towards a common goal. | A mutually supportive and respectful atmosphere where all students are able to make their contribution. | Students work reasonably well together. | A significant minority of students show a lack of respect and self-discipline. |
| Students are curious, interested and keen to learn, they feel valued and their social skills are monitored along with academic and employability skills. | Students respond quickly to instructions and requests from the trainer, allowing learning sessions to flow smoothly and without interruption. | Students' behaviour is apathetic and shows little or no engagement in learning. | Students ignore or rebut requests to moderate their conduct and are not adequately prepared for progression or the world of work. |
| Students discuss and debate issues in a considered way, showing respect for others' ideas and points of view. | Students discuss and debate issues, with most showing respect for others' ideas and points of view. | Students participate little in the discussion and debate of issues, showing little respect for others' ideas and points of view. | Students do not participate in the discussion and debate of issues, showing no respect for the ideas and points of view of others. |
| All and every instance of inappropriate or bullying behaviour (including online) and/or use of derogatory or aggressive language is challenged and explained by the Tutor/HLTA and students. Students are encouraged to manage their own feelings and behaviour. | Most instances of inappropriate or bullying behaviour and/or use of derogatory or aggressive language is challenged and explained by the Tutor/HLTA and students. | Some instances of inappropriate or bullying behaviour and/or use of derogatory or aggressive language is challenged and explained by the Trainer and students. | Inappropriate or bullying behaviour and/or use of derogatory or aggressive language is not challenged or explained. |

| Achievement of Learning, Progression and Assessment | | | |
|---|--|--|--|
| 1. Outstanding | 2. Good | 3. Requires Improvement | 4. Inadequate |
| Pace of session delivery | | | |
| Pace clearly matches subject and the level of the students, their needs and abilities. | Pace matches subject and the ability levels of the majority of students. | Some activities are insufficiently matched to the students' needs and abilities and / or the subject. | Pace does not promote learning and students are not focussed. |
| Every opportunity is taken to develop learning, to maintain interest and stimulate learning for all. | Opportunities are taken to develop learning. | Some missed opportunities to develop learning. | No opportunities to develop learning. |
| Timings are appropriate and executed perfectly. | Timings well managed. | Some timings not appropriate. | Several elements mistimed. |
| Initiative and independent learning | | | |
| All students consistently take the initiative in their learning and demonstrate their enthusiasm for working independently within the confines of the session. | Most students show some signs of initiative, and many are clearly able to work independently within the confines of the session | Students complete tasks adequately but show little initiative. | Students do not complete tasks independently and show no initiative. |
| Students thrive in sessions and seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. | Students are motivated and this enables them to develop, consolidate and deepen their knowledge, understanding and skills well. | Students do not appear to expect very much of themselves, and this hinders their ability to develop, consolidate and deepen their knowledge, understanding and skills. | Students do not develop, consolidate and deepen their knowledge, understanding and skills. |
| Students are committed to responding to feedback from trainers and their work shows that almost all are making substantial and sustained progress which is appropriate to the level of the course. | Most students want to know how to improve their learning and act on feedback to help them improve. | Students show little interest in trainer feedback. | Students show no interest in trainer feedback. |
| Review, Recap and Summary of Learning | | | |
| Consistent, highly effective and frequent, reviews and recap of learning throughout the session, linked to learning aim and objectives. Links made to the next session where appropriate. | Good review and recap at points in the session and clear summary of learning progress at end linked to learning aim and objectives with reference to the next session where appropriate. | Brief review and summary at the end of the session with some reference to next session. | Insufficient review or no summary, and little or no reference to next session. |
| Student is actively encouraged and involved in review, recap and summary of learning. Sufficient time is allowed. | Student is encouraged and involved in review, recap and summary of learning. Sufficient time is allowed. | Minimal involvement of Student in review, recap and summary of learning. | No involvement of Student in review, recap and summary of learning. |
| Assessment | | | |
| Initial, formative and summative assessments are consistently and very effectively used to identify achievement, inform progression and to maintain motivation e.g. written exercise, pair work, discussion, presentation, peer assessment, self-assessment and reflection. | Initial, formative and summative assessments are planned and used effectively to inform learning and to identify progression and achievement. | Some assessment demonstrates that some students are learning. | Insufficient or no assessment. |
| Assessments provide consistently clear evidence that all students are learning and all objectives have been met. | Assessments provide examples where some students are learning and objectives are being met. | Assessment shows that few students are achieving their learning outcomes, but opportunities lost. | No evidence that students have met the learning outcomes. |
| Tutor/HLTA checks students' understanding systematically and effectively, offering clearly directed and timely support that has a notable impact on improving learning. | Tutor/HLTA assesses students' knowledge and understanding frequently to ensure that they are making at least the expected progress. | Tutor/HLTA undertakes some assessment of students' knowledge and understanding through the session to ensure they are making some progress. | Tutor carries out no assessment of students' knowledge and understanding during the session. |

| | | | |
|--|--|---|--|
| Tutor gathers a useful range of accurate assessment information and uses this to give students incisive feedback about what they can do to improve their knowledge, understanding and skills | Tutor uses assessment information well to plan activities in which students undertake demanding work that helps them to make strong progress. | Tutor misses' opportunities to use assessment information to improve students' progress. | As a result of weak assessment students or groups of students make insufficient progress and are unsuccessful in attaining their learning goals and progressing to their planned next steps. |
| Feedback from Students | | | |
| Highly effective and motivational learning throughout the session links to the learning objective. | Active learning throughout session with links to the learning objective. | Some learning in the session with some links to the learning objective. | Insufficient or no learning in session. |
| All students are proud of their achievements and take pride in the work they complete. | Some students are proud of their achievements and take pride in the work they complete. | Students take little pride in their work or learning. | Students have no pride in their work or learning. |
| Standards of learning | | | |
| Outstanding standards of work. Student demonstrates excellent knowledge and skills as a result of the session and is able to self-assess to identify future goals. | Student demonstrates good standards of work as a result of the session. Self-assessment supported to identify future goals. | Student demonstrates some standards of work as a result of the session with limited goal setting. | Student demonstrates weak standards of work as a result of the session with no goal setting. |
| Feedback from the majority of students indicates that learning continues outside the classroom and they are fully supported between sessions (e.g. homework, use of student zone). | Learning outside the classroom is encouraged. | Learning outside the classroom not considered. | No evidence of independent learning outside the classroom. |
| Students are very motivated to learn; are punctual and prepared and lateness is challenged. | Students are punctual and prepared for learning sessions. They bring the right equipment and are ready to learn. | Students are unconcerned and detached from their learning, and some students are not punctual. | Students' lack of engagement, motivation or enthusiasm inhibits their progress and development and punctuality is poor. |
| Students are confident and self-assured. Their excellent attitudes to learning have a strong, positive impact on their progress and reflect the tutor's exemplary ethos. | Students' attitudes to all aspects of their learning are positive and their good conduct reflects the tutor's efforts to promote high standards. | Some students' attitudes are apathetic, and this is not challenged by the tutor. | Students are completely disengaged, and this apparently does not concern the tutor. |