

Observation of Teaching, Learning & Progress for Continuous Improvement 2019-20

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POLICY DESCRIPTION

The Observation of Teaching, Learning & Progress for Continuous Improvement Policy outlines the variety of sole, dual and peer observations that take place annually across the College. It identifies the aims of the policy and the various procedures to be adopted and how the whole process is managed and quality assured.

Supporting documentation:

- Observation of Learning record (FE)
- Peer observation record
- Post lesson observation process
- Standard of Teaching and Learning matrix
- Observation of Teaching & Learning: Underpinning Teaching Standards – Appendix 2

Links to other policies:

- Human Resources and Quality Strategy
- Staff Performance Management Policy
- Staff Capability Procedure
- Staff Code of Conduct Policy
- Student Engagement Policy
- Teaching, Learning and Assessment Policy

EXECUTIVE SUMMARY

Craven College operates a supportive approach to the identification of areas for improvement in job performance to encourage staff to achieve and maintain high standards of performance. The Observation of Teaching, Learning & Progress for Continuous Improvement Policy and associated procedures provide a mechanism by which performance can be monitored and support put in place to improve performance which contributes to the overall quality assurance of provision, ensuring consistency of standards within the learning experiences of students. Successful lesson observation involves constructive dialogue between professionals with the purpose of providing accurate and helpful feedback in order to raise standards and improve outcomes for students.

The College is committed to promoting positive measures that eliminate all forms of unlawful or unfair discrimination. It seeks to adhere to its obligations under the Equality Act 2010 and the Public Sector Equality Duty (PSED) 2011 which is contained within law.

The College is committed to promoting equality and diversity best practice both within the workforce and in any other area where it has influence. The College will therefore take every possible step to ensure that this policy is applied fairly to all employees regardless of, for example; race, ethnic or national origin, colour or nationality; gender (including marital status); gender reassignment, age; disability; sexual orientation; religion or belief; marriage or civil partnership, pregnancy/maternity, length of service, whether full or part-time or employed under a permanent or a fixed-term contract.

Under the Public Sector Equality Duty, the College will have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and those who do not.

The College will seek to advance equality by:

- Removing or minimising disadvantages suffered by people due to their protected characteristics;
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people;
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

Aims of this policy:

- To identify key characteristics of learning, teaching, assessing and progress support in the College
- To provide evidence to support judgments about the quality of learning, teaching, assessing, progress and support
- To support consistent achievement of high standards of learning, teaching, assessing, progress and support throughout the College
- To provide an opportunity for staff to improve performance through guidance, training and support, in line with the aims of the College's Capability procedure
- To provide evidence to support performance management and staff development
- To provide opportunity for peer observation to support subject specialist pedagogy, improve practice, to disseminate ideas and good practice
- To ensure consistent approaches to observation throughout the College

CONTEXT

Craven College follows a differentiated procedure for observations based on risk and reviewed annually, to bring about improvements to student learning and job performance of staff. This may include full, provisional, walk-through, re-observation and dual observation as part of the formal process, and may also include peer observation, teacher training, coaching and mentoring and performance management observations. Staff involved in facilitating teaching and learning will be assigned to an alternate year of formal observation coupled with an alternate year of self-critical analysis and reflection via reflective account either peer assessed or Video Observation. This releases staff to innovate and be creative with their teaching, learning and assessment outside of the formal observation window.

A combination of verbal and/or written feedback on the judgements from each observation is provided to the observed individual or observee to enable an action plan to be created and support to be put in place, to secure and encourage ongoing improvement, in conjunction with Staff Development and the appraisal process. Observers will be Heads of School/Department, Sector Subject Leaders/Centre Managers or line managers who will observe within their own School/Department. Members of the Quality Team will be case loaded for observation to Schools/Departments for the year. This approach is adopted with the aim of strengthening local responsibility and accountability and to promote the agenda for outstanding teaching, learning and student progress.

An observation profile will be developed for both FE and HE. The observation profile, including dual observation is monitored by the Head of Quality in conjunction with the Staff and Professional Development Manager and will be shared with SMT on a monthly basis. The observation profile will be included in papers for the Board and the Learning and Teaching Committee.

1.0 THE POLICY

The College requires that every member of staff involved in facilitating learning will have a minimum of one formal observation on a bi-annual basis coupled with an alternate year of self-critical analysis via reflective account either peer assessed or Video recording and self-analysis. In addition, all staff will have an annual audit of their accurate recording of student progress over time

Formal observation of staff will be at the convenience of the Observation Team between week 5 and week 32 of the academic year for mainstream 14-16, FE and HE; other provision will be observed at any time of the year, for example work based learning. The College required standard for teaching, learning and assessment sessions is excellence in practice (see Appendix 1). Staff not in the formal observation cycle will be observed via 'walk through' observation by members of the School/Department observation team; should there be a cause for concern identified by the observer, the member of staff will be brought into the formal observation cycle.

1.1 Procedures

Observation of learning within Craven College will involve the following procedures:

The initial focus for observation:

- All new (to both the College and/or the profession) lecturers, assessors, instructors, progress coach and progression support assistants
- All lecturers, assessors, instructors, progress coaches and progression support assistants whose previous lesson observation had a number of areas for improvement or was judged teaching, learning and progress requires support and improvement at any time in the preceding year
- All lecturers, assessors, instructors, progress coaches and progression support assistants whose current performance is causing concern
- All lecturers with a significant change to the teaching level i.e. FE to HE
- Tutors not observed in the previous year
- SSA clusters (see 3.12) where an area is deemed to demonstrate risk factor/s
- Observation will be via two methods which will be the choice of the member of staff. Either traditional observation by an observer in the learning environment or via Video Enhanced Observation and analysis with a mentor
- The College default position is that members of staff within the bi-annual observation window will be formally observed via the traditional method unless the member of staff has recorded with the Head of Quality their preference for Video Observation.

All new (to both the College and/or the profession) lecturers, assessors, instructors, progress coaches and progression support assistants will be observed within their first six weeks of contact with students. Where the member of staff is new to the College but not new to the profession, a full observation will be undertaken. Where the member of staff is new to the profession of teaching, assessing, instructing or supporting, their first observation will be provisional, followed by a further full observation within the following six weeks. Staff & Professional Development are to inform the Head of Quality of new appointments to enable the process to be coordinated.

All lecturers, assessors, instructors, progress coaches or progression support assistants who had areas for improvement (teaching, learning and progress require support and improvement) at an observation at any time in the preceding academic year or whose performance is causing concern will be observed within their first four weeks of re-commencing contact with students within the next new academic year, even if they subsequently received a higher grade during re-observation during the previous year.

All other lecturers, assessors, instructors, progress coaches and progression support assistants will enter a bi-annual cycle of formal observation the observation window of September to May. All exceptions, must be negotiated with the Head of Quality. High performing lecturers, assessors, instructors, progress coaches and progression support assistants will be required to share good practice with others, which may include actively encouraging and permitting other lecturers, assessors, instructors, progress coaches and progression support assistants to peer observe a session for developmental purposes. Observations of assessors may be combined with an internal verification visit.

The scope of the sole or dual observed sessions within a programme area will include:

- A range of learning opportunities for students, i.e. taught, practical, workshop, e-learning, tutorial sessions, and including work based learning and assessment
- The range of examining boards/awarding organisations operating in the programme area
- A range of courses of varying academic level and age ranges, including HE and 14-16 age group, as appropriate
- Provision provided at other centres and venues as appropriate
- The progress and attendance of students

Observed and dual observed sessions will take place across the academic year and, for established staff, will aim to observe a different type of session to that observed previously including across varying academic levels, age ranges and where more than one role is held, e.g. lecturer and assessor, lecturer and progression support assistant etc. With the exception of tutorial and progression support observations, the observation and any dual observations will last a minimum of 30 minutes, unless the session is less than that e.g. work based learning assessment, and ideally, be observed in its entirety. The Observer and any dual Observer will complete the Observation Form.

The Observer will ensure that the VLE linked to the session being observed is examined prior to the observation and judgements incorporated accordingly. Post lesson observation, full consideration will be given to other factors, such as student attendance, retention, achievement and feedback.

If at any time the Observer considers any practice within an observed lesson is unsafe, or they have concerns about safeguarding, they have the authority to intervene which may include stopping the lesson. Observers should make note of risk assessments and the use of PPE whenever possible.

Observers should ensure that they equip themselves with appropriate PPE for the session that they are observing.

1.2 Quality assurance of lesson observation

The purpose of carrying out verification and standardisation is to ensure a consistent approach in the process of lesson observations and forming judgements and in addition to share good practice and identify areas requiring improvement.

The following forms of quality assurance of lesson observation will be employed:

- Verification of individual evidence in the case of a proposed judgement that lies on the threshold between Effective and Requires Support and Improvement. All Observers in these instances are required to validate findings and judgements with the Head of Quality immediately post observation in order that feedback can be provided to the Observee normally within 24 hours and within 3 days.
- Dual lesson observations; periodically, a member of the observation team will co-observe with another member of the observation team to ensure consistency in judgement outcomes for teaching, learning and progress. One Observer will be identified as the 'lead'. Only the lead Observer will provide feedback to the Observee and their observation form will be the main source of evidence retained by the Quality Office, although the dual observer will retain their notes. All members of the observation team will be moderated in this way in the observation cycle.
- Standardisation meetings will take place during the academic year where nominated observers will come together to share their observation documentation, and discuss issues relating to judgements about teaching, learning and progress. Standardisation will be undertaken to ensure that the recorded evidence on observation forms supports the evaluation and judgement for the observed session and that judging of sessions by individual observers is as consistent as possible across the provision. The meetings will be facilitated by the Head of Quality. Attendance at these meetings is mandatory for all observers.

1.3 Formal Observations: observing and judging the lesson

In order to observe and make a judgement regarding a lesson, it is required that:

- The Observee must have available suitable evidence of planning the lesson and of planning learning over time i.e. Programme of Study/Scheme of Work
- Registers for the session should be available to enable the Observer to establish attendance patterns
- Markbook should be available to establish progress of the student group overtime
- Observations should be of sufficient length to ensure the Observer has enough evidence to form clear judgments and must be a minimum of 30 minutes
- There should be a minimum of 50% of the intended observed session cohort of students in attendance for the scheduled session to be observed and no less than four.
- Without disrupting the lesson, Observers will talk to students about their progress what they are doing and view work in students' files where appropriate. This will enable Observers to assess student acquisition of new knowledge, skills and overall attainment together with the standard of tutor feedback
- Post lesson observation, full consideration will be given to other factors, such as student attendance, success, retention and feedback and recording of student progress via Promonitor and Markbook.
- Seeking the opinion of students about their teaching and learning experience during an observed session via a short survey or video feedback will be trialled with a small group of staff volunteers during 2019/20.

1.4 Student Progress over time

Full consideration will be given to other forms of evidence not apparent within the observed session in order to make a judgement as to the observed group of students and whether they are making progress over time.

To form a judgement of progress over time from evidence in addition to the observed session, the observer will take into consideration the point in the academic year at which the observation has taken place and what evidence is reasonably expected to be in present.

The following evidence will be considered but is not exhaustive:

- Timely accurate mark up of register of student attendance year to date
- Accumulative attendance and the pattern of attendance of the observed group year to date
- Accumulative attendance of the observed member of staff year to date
- Assessment planning (assessment plan, assessment tool/s, internal verification of assessment tools)
- Timely student assessment year to date
- Timely assessment feedback to students judged via a selective sample requested by observer from the cohort of students present in the observed session
- Timely recording of student assessment outcomes using college approved methods for the age group of students
- Student retention year to date of the observed cohort
- Internal and external assessment pass rate year to date of the observed cohort
- Student work scrutiny

Observers will be provided with annual training and written guidance as to how to interpret other forms of evidence in addition to what is observed in the classroom, in order to make a judgement that students are making progress over time.

In order to facilitate timely feedback to the observed member of staff, it is a requirement that the observed member of staff fully cooperates with the observer in the collation of other forms of evidence as detailed above to evidence student progress over time and that this is done within no more than 3 working days.

Student progress over time will be examined by the line manager of all members of staff at regular intervals during the academic year. Should this examination of data sources reveal there is a cause for concern for a member of staff and their practice the line manager will discuss these concerns with the member of staff. If this member of staff has been assigned to 'Self Reflection' within the bi-annual cycle, the outcome of this conversation may be to draw the member of staff into the formal observation cycle for that year.

1.5 Giving Feedback

The aim of the observation process is to support staff, recognise achievement and improve the quality of the students' learning experience. As such, feedback after an observation should be timely, reflective, tactful and designed to be supportive. At the same time judgements should be honest and evidence based. An overall judgement of the observed session will be given at this time.

Following lesson observation, staff will be given both verbal and written feedback. The verbal feedback will normally be given within 3 working days of the observation taking place. The Observee will be able to provide written feedback regarding their observation via ProObserve. Written feedback should be provided within 3 to 5 working days of the observation.

The post lesson observation conversation with the Observee will take account of the following:

- Ensure that the environment is sufficiently formal and that there is minimal interruption
- Give the Observee opportunity to discuss the lesson with the Observer
- Deal with issues requiring clarification
- Highlight strengths before discussing perceived areas for improvement
- Highlight areas for improvement that can realistically be addressed by the member of staff and if appropriate
- Suggest CPD opportunities (completing the Lesson Observation Action Plan)
- Agree good practice that can be shared
- End the feedback with a summary of the main action agreed and follow up activity
- All observations will result in actions either for improvement or to share best practice
- Formal observations identified as of a good standard may still result in actions to improve.

The overall judgement of the member of staff as meeting organisational requirements will be made on demonstration of effectiveness of teaching and learning in the observed session. In addition, that there is sufficient evidence to support the judgement that students are making effective progress over time as is expected for the point in the academic year the observed session took place.

An overall judgement for the observed lesson and impact for learning for students will be provided at verbal feedback. The overall judgement will be one of four outcomes in that the teaching learning and student progress observed in the session and overtime will be judged as:

- **Stands Out**
- **Good**
- **Requires Support and Development**
- **Not effective**

In the event of an Observer judging that the session observed was judged as Stands Out or Not Effective, prior to verbal feedback the Observer should discuss their evidence base and judgement with the Head of Quality on the same day as the observation so that an immediate standardisation can take place; verbal feedback will then be provided for the Observee within 3 working days and support where applicable can be put in place. Completed observation records should be inputted to Pro-Observe and released within 5 working days of the observation.

All Observees will be given the opportunity to provide feedback on their experience of the lesson observation process via ProObserve. This will allow the observation team to review the efficacy of the process in bringing about improvements in the student learning experience and to their own personal and professional development.

1.6 Lesson Observation Action Plan

The Observer will conclude their observation feedback by discussing with the Observee what priorities the Observee will be setting for improvement and inclusion in their action plan. The line manager will discuss relevant internal training and development opportunities with the Observee as integral to the post lesson observation feedback, to ensure that a responsive action plan is drawn up appropriate to the Observee needs. This can include an agreed list of actions which may include mentor allocation/ peer observation/ or other support. The Lesson Observation Action Plan is to be commenced by the Observee via ProObserve with reference to themes and areas for improvement based on the outcomes of the observed lesson.

The Observee will discuss and finalise their Lesson Observation Action Plan with their line manager/ HoS who may consult with the Observer as appropriate. This will clearly indicate the activities and responsibility for follow-up and monitoring progress and should take into consideration for established staff, action points from the previous observation and link to the Observee's performance appraisal. Progress against action plans will be monitored by Heads of School or relevant Line Manager and followed up at appraisal.

Training needs which have been identified by Observers on the form, will be collated by the Head of School and sent to Staff Development and used to inform CPD programmes and the allocation of resources.

Observees will take responsibility for their own improvement and will be able to access a rolling programme of training and development activities and events. This may or may not already be part of their appraisal.

1.7 Follow-up observations

When a member of staff receives notification that performance is below expectations i.e. the Observee receives a judgement of Teaching, Learning and Progress requires Support and Development or is Not Effective, an intensified support programme will be put into place. Mandatory to this support is to undertake Video Observation and self-reflection of student engagement and teacher performance. This to be undertaken within 5 working days of receipt of feedback of the observed lesson. A re-observation will normally be conducted within four to six weeks of verbal feedback. The member of staff will receive a two-day notice period of a one-week window in which re-observation will take place. It is the Observee's responsibility to meet the standard and take responsibility for personal improvement; however, support will be available to staff in order to reach the required standard (Appendix 1). This will be informed through a developmental post Lesson Observation Action Plan in discussion with the Head of School or relevant line manager who will monitor progress.

For sessions judged as Teaching, Learning and Progress require Support and Development or Not Effective, feedback will be given on the strengths and areas for improvement and the following will apply:

After the first judgement of Teaching, Learning and Progress require Support and Development or Not Effective, a Lesson Observation Action Plan will be developed by the Staff and Professional Development Manager in conjunction with the Head of School or relevant Line Manager in conjunction with the Observee who may consult with the Observer as appropriate. Developmental support will be provided by the Professional Development team and re-observation will take place within 4-6 weeks.

After the first judgement of Requires support and Development observation, a Lesson Observation Action Plan will be developed by the Staff and Professional Development Manager in conjunction with the Head of School or relevant Line Manager. Appropriate developmental support will be provided by the Professional Development team and re-observation will take place within at least 4 weeks. The following procedure will apply following re-observation:

- Judgement of Good or Stands Out – no further action will be taken, but the member of staff will be observed in the first three weeks of the observation window in the following academic year
- Second judgement of Requires Support and Development – the staff member requires further improvement. The Lesson Observation Action Plan will be further developed in the form of an improvement action plan as an integral part of the informal capability procedure (see Section 3 College Capability Procedure) further developmental support will be put into place and the member of staff will be re-observed within a time period up to four weeks later as deemed appropriate.
- At this stage, full consideration will be given to other factors, such as student success, retention and feedback.

The following procedure will apply following the second re-observation:

- Judgement of Good or Stands Out – no further action will be taken, but the member of staff will be observed in the first three weeks of the observation window in the following academic year
- Third judgement of Requires support and Development – the outcome is that the staff performance has not improved sufficiently and further improvement is still required. The member of staff will be referred to the Vice Principal Curriculum and Quality under the formal capability procedure (see Section 4 College Capability Procedure)

For sessions judged as Not Effective, feedback will be given on strengths and weaknesses and areas for improvement. The member of staff will be referred to the Professional Development team for action planning and for on-going support within two days, as well as mandatory video observation and peer observation. Part time lecturers will continue to be paid their normal pay for the scheduled teaching sessions. A Lesson Observation Action Plan will be developed by the Staff and Professional Development Manager in conjunction with the Head of School or relevant Line Manager. Appropriate developmental support will be provided by the Professional Development team and re-observation will take place within 4 weeks. The following procedure will apply following re-observation:

Judgement of Good or Stands Out – completion of the agreed action plan and then no further action, but the lecturer will be observed in the first three weeks of the following academic year.

Grade Requires Support and Improvement following a grade Not Effective – the outcome is the staff member requires further improvement then the Lesson Observation Action Plan will be further developed in the form of an improvement action plan as part of the informal capability procedure (see section 3 College Capability Procedure). At this stage, full consideration will be given to other factors, such as student success, retention and feedback. The member of staff will be re-observed within a time period up to four weeks later as deemed appropriate.

Second grade Not Effective – the outcome is that the performance is unacceptable. The lecturer will be referred to the Vice Principal Curriculum and Quality under the formal Capability Procedure (see section 4 of College Capability Procedure)

At the re-observation, if performance remains below expectations, the member of staff will be managed through the formal stages of the relevant HR procedure depending on the individual circumstances. At this stage, full consideration will be given to their role and other factors, such as student success, retention, feedback.

For all sessions graded Not Effective or graded Requires Support and Development for a second time, it is the responsibility of the Head of School/relevant Line Manager to inform the Vice Principal Curriculum and Quality and Director of Human Resources within 3 working days after verbal feedback in order to discuss and agree appropriate steps.

If in the subsequent academic year, the member of staff receives notification that performance is once again below expectations at first observation within the new observation cycle, this will automatically trigger the informal capability procedure.

1.8 Peer Observation

All lecturers, assessors, instructors, progress coaches and progress support assistants will carry out a minimum of one peer observation each year; this can be within their subject specialist area or outside, dependent on the purpose of the peer observation. The dates are to be arranged between the two staff during the College specified Peer Observation Window. Peer observation will not contribute to the observation profile and will be managed within each School by the Head of School. Peer observation of teaching process provides both the Observee and the observer with the opportunity to mutually enhance the quality of their teaching practice. It also provides an opportunity to disseminate good practice amongst colleagues by sharing thoughts on teaching practice and supporting each other's development of teaching skills.

Both Observer and Observee will give and receive feedback. Peer observation is not connected with formal processes of Lesson Observation or appraisal but it is expected that the member of staff confirms that this has been carried out via their Continual Professional Development record using the Peer Observation form.

Peers will meet prior to the observation to agree specific areas for observation or themes for observation. They will agree a date and time. The observation will be carried out and Observer and Observee will meet within the following two days to reflect on the process and agree an action plan. Every member of teaching staff will be peer observed each year. The Observer and Observee will complete the Peer observation form/action plan. Details should be entered on the individuals CPD record. A copy of the peer observation should be shared with the Head of School and Quality and Compliance Manager. If there are areas for concern, the peers should meet with the Quality and Compliance Manager to discuss.

1.9 Tutorial Observation

One to one tutorials involving FE fulltime courses delivered by Progress Coaches will be observed. A minimum of one tutorial will be observed and the observation will be provided with an overall judgement. In exceptional circumstances, the Progress Coach may ask not to be observed when conducting a tutorial with a specified student.

Progression support assistants will be observed during teaching lesson observations, wherever possible, on a no notice basis. In some situations, to ensure complete coverage, just the support assistant will be observed. This may be by either an Observer or a suitably trained member of Student Support Services. The observation will be provided with an overall judgement with reference to criteria specific to student support.

When a member of staff receives notification that performance is below expectations a re-observation will normally be conducted within four weeks. It is the Observee's responsibility to meet the standard and take responsibility for their own improvement; however, support is normally available to staff in order to reach the required standard. At the re-observation, if performance remains below expectations, the member of staff will be managed through the formal stages of the relevant HR procedure depending on the individual circumstances.

1.10 Full Cost Recovery

Full-cost and Distance Learning sessions will be observed by the Head of School or relevant Line Manager if the member of staff does not fall into any of the categories above.

1.11 Walkthrough Observations

Themed learning walks will take place during the course of the academic year. The focus or theme of the learning walks will be identified by the Head of Quality and agreed by the Senior Management Team. Learning walks to each classroom/workshop will normally be 10-15 minutes. No individual judgements or feedback are given, but overarching areas for improvement will be identified which feed into the College's professional development activities, and good practice will be recognised and shared across College. Walkthroughs will usually be conducted by members of the observation team, Heads of School and SMT, who at times may be accompanied by a Governor.

Heads of School, relevant Line Managers and Subject Sector Leaders should carry out informal curriculum observations at their discretion to assess the key characteristics of their curriculum area. These observations will not be reported centrally, but used to drive up the quality of learning and teaching in that area. Any issues or areas of concern should be shared with the Head of Quality.

1.12 Subject Sector Area Cluster Observations

Where there are concerns regarding outcomes for students within a Sector Subject Area (SSA), lesson observations of staff within the SSA may be clustered within a timeframe of two days. The Head of School/Department will receive a two working day notification of a SSA cluster observation. This will be a combination of observations receiving overall judgements and walkthrough observations. Staff who have already been formally observed in lesson within the observation window of that academic year and received formal feedback for this lesson will not be formally observed again but may be observed via a walkthrough.

1.13 Informal Developmental Observation

Developmental observations are an entitlement for all staff to request. HoS/Advanced Practitioners will carry out developmental informal observations throughout the year. These observations are supportive and not formal but use the agreed form. This type of observation will be prioritised for those new and probationary staff. This includes any staff member on an intervention plan, however that arises. There may be opportunity for staff to request developmental observation before the formal observation however this will not take precedence over those specified priority areas.

1.14 Appeals Procedure

Any Observee who is dissatisfied with their observation in terms of procedural irregularity, inconsistent or insufficient evidence presented to support judgements made, should in the first instance discuss this with the original Observer in order to reach a satisfactory outcome at the time of verbal feedback. If agreement cannot be reached, the Observee should lodge an appeal in writing with the Head of Quality within 5 working days of written feedback for review with the Observer. The Head of Quality will make the final decision. If the appeal is in relation to an observation undertaken by the Head of Quality, the matter will be referred to the Staff and Professional Development Manager who will make the final decision. During the appeal, developmental support of the Observee will commence informed through the Lesson Observation Action Plan and in discussion with the Head of School/relevant line manager who will monitor progress.

Where an appeal is upheld, the original grade will be removed from the Observee's records, the Observee will be returned to the observation cycle and a further lesson or dual observation will be arranged. This should be conducted by a different Observer/dual Observer. If the staff member is referred to the Formal Capability Procedure the appeals procedure will apply in line with the final stage of the capability procedure.

1.15 Staff Involved in Observation

The observation team is comprised of practicing teachers who have a consistent record of good practice and will normally include Heads of School and Subject Sector Leaders (contractual), members of the Professional Development Team and other identified individuals with specific experience. Team membership is dependent on their teaching being within the Good or Stands Out domains.

Observers will observe within their own Sector Subject Area in order to fully comment on pedagogical approaches and industry currency of knowledge and skills of the Observee.

All observers will be required to undergo training before observations commence, undertake six observations as lead observer annually and in addition to attend 3 formal verification events throughout the year. All observation forms will be moderated and judgements made on the standard of reporting and the adequacy of evidence being provided. Should any observer not meet the required standard that will result in a meeting with the Head of Quality to discuss the required improvements.

1.16 Dual Lesson Observation

Staff should expect that any of the College's lesson Observers may undertake their observation either solely or jointly. Dual Observers will be another Observer, either external to the College or from a different School/Department and be experienced in carrying out effective lesson observations. All internal College Observers will have been involved in initial staff training and engaged in an annual update, using a common approach, as determined by the Staff and Professional Development Manager, and dual observations, to ensure consistency in judgement. All lesson Observers will be involved in a dual observation for their first observation, those new to observation, usually with the Staff and Professional Development Manager. Further support is also available on request from the Staff and Professional Development Manager.

All Observers will take part in a dual observation, either internally or externally, during the academic year and standardise judgements made. Where the dual observation is internal, this will be with an Observer outside of their School. Any significant variation between the two Observers will be explored by the Head of Quality to maintain standards.

The Observer and dual Observer will meet as soon as possible to discuss the completed observation, prior to the Observer feeding back to the lecturer, assessor, instructor, progress coach or progression support assistant. The Observer will feed back to the dual Observer the strengths and weaknesses observed. Anomalies between the Observer and dual Observer will be discussed and resolved and where these cannot be agreed, will be communicated to the Head of Quality who will act as mediator. If the dual Observer is the Head of Quality, then the Vice Principal Curriculum and Quality will act as mediator.

Wherever possible, the dual Observer will also observe the feedback and judgments being provided to the lecturer, assessor, instructor, progress coach or progression support assistant by the Observer.

Some Observers may be accompanied by a Governor who will be observing the process and will not be involved in any judgments.

Observers understand that their presence may affect the session being observed and will not take part in the activities. However, they will, whenever possible, talk to the students and look at their work files.

Observers understand that the choice of teaching, learning, assessment, instructing and progression support depends both on the context in which the lecturer, assessor, instructor, progress coach or progression support assistant is working and the students being taught, assessed, instructed and/or supported. Observers will be constructively critical and supportive. Dual Observers will ensure that the Observer is appropriately recognising these factors.

Where dual observations occur with a second internal or external Observer, affected lecturers, assessors, instructors, progress coaches or progression support assistants will not receive prior notice that it will be a dual observation.

1.17 Observation Planning

All individual and dual observations for the academic year for all lecturers, assessors, instructors, progress coaches, progression support assistants and Observers will be planned by the Head of School/Department and centrally recorded, as instructed by the Head of Quality.

1.18 Accessing Funding for Staff Cover

Support is available from the Staff Development budget to pay for cover to release Observers from teaching where essential, although every attempt will be made to plan observations when the Observer is not timetabled to teach. Every effort should be made to maintain updated timetables on ePro to assist with the planning process. Heads of School or relevant Line Managers should request funding for part time cover of the observer via the Professional Development Manager, two weeks in advance of the observation.

1.19 Observation Data

Observation data will form part of the School/Department and subject sector and College self-assessment reports and development plans. The data will be reported to the Board via the Principal's Report. Support processes related to observation performance will be reviewed as part of performance management, data collated and reported to the Board. Data specific to groups and individuals is not treated as strictly confidential, and will be sensitively shared with relevant Subject Sector Leaders and other Managers to inform quality improvement.

The data will include:

- Target and number of observations and dual observations completed
- Curriculum profile of grades achieved reported monthly via the College newsletter
- Tyro profile
- College profile – target profile and progress against
- Profile of Observer to dual Observer judgements

1.20 Staff in Training

Trainee teachers, assessors, instructors, progress coaches or progression support assistants will be involved in observations. Where lecturers, assessors, instructors, progress coaches or progression support assistants in training are being observed, the Observation record should indicate 'Staff in Training'. Staff new to the profession will receive an initial provisional observation within their first six weeks of contact with students where the Observer will complete a 'Walk Through' observation form which will be followed up with a full observation within the following six weeks.

1.21 Observation Reports

Monthly reports summarising progress against targets and curriculum grade profiles will be submitted to the Senior Management Team by the Head of Quality.

Congratulatory emails for lecturers, trainers, instructors, progress coaches and assessors observed conducting sessions where significant best practice has been identified will be sent from the Principal.

1.22 Review of Observation Policy and Procedures

There will be an annual review of the policy, procedures and associated documentation by the Vice Principal Curriculum and Quality, the Head of Quality, the Quality and Compliance Manager and the Staff and Professional Development Manager, taking into account internal feedback and any external sector guidelines.

2.0 Further development of observation or teaching, learning and progress for 2019/20

2.1 The pilot group engaged with Observation of their teaching, learning and student progress via Video recording and analysis will continue. Members of the College community involved in facilitating teaching and learning will be invited to join this group and expand membership. The College default approach during 2019/20 is that the approach to be adopted is via the formal observed method unless the member of staff has recorded with the Head of Quality their preference for Video recording and analysis of their teaching and learning and student progress. Should the member of staff not upload their Video within the 15 working day notified time window, the member of staff will automatically go into the formal observation cycle via traditional method.

2.2 Seeking the opinion of students about their teaching and learning experience during an observed session via a short survey or video feedback will be trialled with a small group of staff volunteers during 2019/20.

APPENDIX 1: Summary of the lesson observation process for 2019/20

A review of current observation practice was undertaken by the Quality Office led by the Vice Principal C&Q. Set out below are the changes to the observation process to be implemented in AY2019/20. The aim of these changes is to strengthen local responsibility and accountability and push the agenda for outstanding teaching and learning.

- Observers to observe staff in their own SSA/School (Head of School/SSL/Centre Manager).
- Lesson observation cycle to have a large window from End of September to end of May.
- Staff to move to an alternate year formal observation coupled with an alternate year of self-critical analysis via video recording of a lesson or peer observation and reflective account.
- Formal observation may be via two methods which will be the choice of the member of staff. Either via traditional observation by an observer in the classroom or via Video Observation and analysis with a mentor. For both methods a formal record will be placed of the observation outcome identifying strengths and areas for improvement.
- The College default approach in 2019/20 is for staff to be formally observed via the traditional method unless the member of staff records with the Head of Quality their preference for video observation. Should the member of staff not upload their video observation within 15 working days of the notified time window, the member of staff will automatically go into the formal observation cycle via traditional method.
- Standardisation of observation to be via Joint Lesson Observation with a member of the Quality Team or Staff and Professional Development Manager.
- An overall judgement for the observed lesson and impact for learning for students will be provided at verbal feedback. The overall judgement will be one of four outcomes in that the teaching, learning and student progress observed in the session will be judged as:
 - **Stands Out**
 - **Good**
 - **Requires Support and Development**
 - **Not effective**
- All staff to engage in peer observation at least once in the year.
- At risk staff, those staff new to the organisation, or were not yet effective at first observation in the previous year to be included in the cycle.
- Staff to be brought into the cycle should there be a cause for concern regarding other data such as student attendance, student focus groups and survey outcomes, complaints, EQA reports that are not favourable. This to occur at any point during the academic year.
- All staff not in the observation cycle to be informally observed via 'walk through' by the School observation team. Should there be a cause for concern the member of staff brought into the observation cycle.
- Internal Review will involve clustering of formal observations of those SSAs in Supported Self Improvement or where there is a cause for concern. This will involve the School team being joined by observers from other School teams and/or external observers and observing all members of staff within a set time frame within a five-day period. Two-day notification of the commencement of the cluster observation cycle to be given.

Observation of Teaching, Learning, Assessment and Progress: Underpinning Teaching Standards

Teaching Indicator	Stands Out	Good	Support & Development	Not Effective
Planning				
Course and Session Planning	<p>Very detailed and well-structured scheme includes sequenced course aims and objectives. Provides detailed information on links to functional/basic skills and excellent insights into planned learning and learner progress. Highly detailed – includes a diverse range of timed and appropriately challenging teaching and learning activities linked to different learner needs, targets and learning styles, and to effective assessment methods. Clear specific consideration of the outcomes, E&D, and the links with functional/basic skills. Clear links to the scheme of work. Lesson thoroughly prepared, but does not prevent effective use of unanticipated but productive and creative opportunities that arise.</p>	<p>Good structured scheme, which clearly records sequenced teaching and learning activities, a variety of methods and resources and a range of planned assessments. Provides very clear insights into the planned structure of learning and progress, and information on links to functional/basic skills. Good, clearly structured lesson plan which details teaching and learning activities linked to different learning styles, individual needs and targets, to resources and to methods of assessment. Consideration regarding the outcomes of, E&D and the links with functional/basic skills. Good planning that ensures productive use of learners’ time</p>	<p>Scheme of Work (SoW) provides sufficient information to gauge planned outline of teaching and learning activities, resources and assessment of learners. Outline of teaching methods, structure of learning and progress. Acceptable – sufficient information on outline of teaching methods, learner activities and assessment of individual achievement. Some links to Scheme of Work evident. Limited consideration to is there another term for ECM E&D and functional/basic skills. Lesson has clear objectives and learners know what they are doing.</p>	<p>Very brief or no scheme of work available. Little more than a list of topics with insufficient information on teaching and learning activities. Sketchy outline of teaching method(s) with minimum detail. No lesson plan available or sketchy with minimum detail. Little more than a list of topics with insufficient information on teaching and learning activities or little relationship to scheme. Lesson not well planned which leads to ineffective teaching.</p>
Aims and Objectives	<p>Broader aims and SMARTA, differentiated learning objectives are planned out for the duration of the course. Objectives show a highly organised and logical progression through the course and have been clearly written with the needs of the learners in mind. Objectives clearly inform the delivery of the lesson and have clear links to assessment. Objectives provide excellent Stretch and Challenge</p>	<p>Broader aims and learning objectives have been planned for the duration of the course. Objectives are specific and the majority of lessons show good levels of differentiation. There is evidence that objectives have been influenced by the needs of the learners. Objectives link well the lesson and provide some Stretch and Challenge</p>	<p>Learning objectives have been written but are not always SMARTA. Differentiation occurs but is not consistent. Objectives do not always provide sufficient Stretch and Challenge and use words like “know” and “understand”, resulting in confusion between the “aims” and “specific objectives” of the lesson</p>	<p>Aims and objectives are not present throughout and are often vague and confusing. There is little or no evidence of focused differentiation and objectives don’t provide sufficient Stretch and Challenge for the majority of sessions. There is no evidence that objectives have been written based upon the needs of the learners</p>
Identification of individual learning needs	<p>Highly effective identification of individual learning needs through good use of initial and diagnostic assessment tools and techniques, use of learning style analyses. Initial assessment results for maths and English are available for all learners.</p>	<p>Good identification of individual learning needs through good use of thorough initial and diagnostic assessment techniques, learning style analyses. Initial assessment results for maths and English are available for all learners.</p>	<p>Some identification of individual learning needs through initial and diagnostic assessment techniques, learning style analyses. Some use of initial assessment results for maths and English.</p>	<p>Insufficient or no identification of individual learning needs. Little evidence of learning style analyses or initial and diagnostic assessment techniques applied. Few learners’ initial results are completed for both maths and English.</p>

Teaching Indicator	Stands Out	Good	Support & Development	Not Effective
	Clear and effective knowledge of the student group including specific learning needs inform planning and subsequent learning for all	Effective knowledge of student group enables effective planning to meet the group needs.	Insufficient consideration to the needs of the group in planning for the sessions.	No evidence of consideration to needs that exist within the group.

Teaching Indicator	Stands Out	Good	Support & Development	Not Effective
Delivery				
Lesson introduction and establishing prior learning	Clear and comprehensive introduction - aims and objectives explained, shared and displayed. Learners demonstrate very clear understanding about learning purpose. Highly effective review of previous learning that allow learners to build on previous knowledge. Lesson is clearly linked to previous learning	Clear aims and objectives shared with learners at beginning of session. Learners clear about learning purpose. Good review and recap of previous learning that prepares learners for the current lesson. Lesson content is linked to previous learning	General introduction. Learning aims/objectives basic but realistic in lesson context. Learners generally know what they will be doing. Some review of learning takes place but opportunities are missed to build on previous learning	Little if any introduction. No clear aims and objectives stated or shared with learners. Learners unsure, confused or do not know what they will be doing. Insufficient or no review of learning.
TLA methods, Management of activities and the Environment	Excellent diverse range of creative approaches and learning activities which are highly appropriate for the subject, which maximise learning and involve learners. Learning methods inspire and challenge learners, and promote independent learning. All teaching and learner activities are matched closely to learner needs thereby helping learners' progress to be better than might be expected. Excellent range of high quality creative and interactive materials which are used very well by teacher and learners to promote effective learning. Highly skilled management of groups and individuals, and contributions valued and encouraged. Clear directions, plus health and safety stressed throughout. Behaviour and standards professionally and vocationally appropriate. Demonstrate high mutual teacher/learner value and respect. Learning environment is very well equipped with subject specific equipment and resources. There are excellent opportunities for learners to engage with appropriate technology that enhances lesson delivery. The room is well lit and the temperature is well regulated. Wall displays and examples of learners' work provide a stimulating environment that promotes learning. Core online learning and assessment (COLA) is used to provide a link and stimulus across	Good range of learning methods used well to engage learners and promote and extend learning. All teaching and learner activities are generally matched to learner needs enabling learners to be motivated and make good progress. Good range of materials and interactive resources including learning technologies, which are used imaginatively and effectively to support session content and promote independent and classroom learning. Good management of group and individual activities. Learners contribute purposefully. Clear instructions with good emphasis on health and safety. Relationships in the lesson reflect vocational and professional context. Teacher and learners clearly value and respect each other. Appropriate action taken to deal with unacceptable behaviour. Learners have access to subject specific equipment and resources and learners have good opportunities to engage with technology that stimulates learning. The room is temperature controlled and has good levels of light. There are some wall displays and some evidence of learner work that add to the learning environment	Limited range but teacher makes some effort to vary approach and involve learners. Most teaching and learner activities are matched to learner needs enabling learners to be motivated and make satisfactory progress. Satisfactory resources and learning materials. Support learning but ordinary – worksheets etc. Some use of learning technologies – but generally unimaginative. Satisfactory management of activities. Health and safety appropriate. Instructions generally clear. Appropriate working relationship overall. Learning environment has limited subject specific equipment and resources. Other ILT equipment is sporadic and underutilised. The room may be too hot or cold and lack appropriate light. There is little evidence of subject specific wall displays and learner work. COLA is in place but not used to good effect within the class, students do not value the activity.	Too much emphasis on 'chalk and talk'. Insufficient variety and involvement of learners. Learners are passive and disengaged. Teacher makes little (or no) attempt to match teaching methods to subject or learner needs. Much teaching fails to capture learner interest and activities are not sufficiently well matched to learners' needs to provide a suitable level of challenge. Best use not made of learners' time. Insufficient or inadequate resources to support learning. Little or no use of learning technologies. IT resources do not adequately support learning. Ineffective management of group or individual activities. Instructions not always clear; teacher cannot impose him/herself. Inappropriate noise levels, learners not always listening or responding. Ineffective or inadequate management of health & safety. Some lack of respect or value evident. Learning environment is not fit for purpose. Temperature and light may be inadequate and learners have no access to resources. The room may be too small and does not stimulate or even accommodate learning.

Teaching Indicator	Stands Out	Good	Support & Development	Not Effective
	weeks and allows for immediate and effective engagement in the class activities	COLA is used within the class to good and meaningful effect.		Planning does not take into account for COLA and students are not engaged in learning activities between classes.

Teaching Indicator	Stands Out	Good	Support & Development	Not Effective
Use ILT as an integral part of their course	Excellent use of ICT. Technology is used highly effectively and appropriately to enhance learning and maximise engagement. VLE is used well to support and build on classroom learning and provide Stretch and Challenge and links to wider learning. Students are given excellent opportunities to interact with the VLE, engaging in a wide variety of activities such as discussions and quizzes and regularly uploading homework/assignment work. There is solid evidence that students interact with College systems (Pro Monitor and Mark Book) checking their own progress and writing their own targets	Good use of ICT. Technology is used appropriately and well to enhance learning. VLE is used well to support classroom activities and provide links to wider learning. There is evidence that students interact with the VLE regularly, contributing to online discussions and submitting work. Students are aware of information on College systems	There is some use of technology to aid learning but it is limited and standard. ILT does not really enhance learning and there are some missed opportunities throughout the lesson. Limited use of the VLE to support learning, students do little more than read/retrieve documents that are stored. Students do not engage with College systems and are unaware what is available to them.	Little or no use of ILT to enhance learning (including the VLE). Tutor uses only traditional and uninspiring teaching and learning methods and learners are passive and disengaged.
Pace and challenge	Pace clearly matches subject well and is appropriate for learner level. Activities very well-structured and timed to maintain interest, stimulate learning and be appropriately challenging for all learners. There is a buzz to the lesson. Teacher's enthusiasm and commitment in delivery inspires and motivates learners.	Pace matches subject and the majority of learners' needs and levels. Activities are well-timed and structured to maintain learners' interest and provide some appropriate challenge – remain on task for most of the lesson. Teacher delivery shows commitment and energy and holds learners' interest.	Overall pace promotes some learning and interest. Some activities insufficiently matched to learner or subject level and lacking sufficient challenge. Teaching methods and delivery encourage and engage most learners.	Activities lack pace and do not promote learning. Learners lose interest and concentration at some point. Many learners not stretched sufficiently, or are over-challenged or confused or struggling to understand. Teacher delivery fails to capture learners' interest.
Meeting individual learning needs	Excellent differentiation of resources and activities – such as extension work, structured group and individual work which provide support, Stretch and Challenge. Highly effective identification and cross referencing of functional/basic skills in lesson activities and resources. Highly effective level of language and explanations support inclusion. Well-planned and highly effective utilisation and management of in-class customised support (as appropriate). Teaching is challenging for all groups of learners. There are excellent opportunities for developing wider skills (e.g. leadership)	Good evidence of differentiation through development and use of resources, activities and support in lesson. Some stretch and challenge for all learners. Effective identification and cross referencing of functional/basic skills in lesson activities and resources. Effective level of language and explanations support inclusion. Clear planning and direction for in-class customised support (as appropriate). Teaching is appropriately challenging. There are good opportunities for developing wider skills.	Some differentiation evident through development and use of resources, activities and support in lesson. Some identification and cross referencing of functional/basic skills in lesson activities and resources. Most of the language and explanations effectively support inclusion. Some planning and direction for in-class customised support (as appropriate). The level of challenge is sufficient to encourage and engage all groups of learners.	Insufficient or no differentiation to address individual learning needs in lesson – resources and activities insufficiently developed or amended to meet different learning needs or levels and/or insufficient support in-class even though clearly needed. Language and explanations are too difficult or complex - above learners' initial assessment levels. Teaching is ineffective and does not provide a suitable level of challenge.

Teaching Indicator	Stands Out	Good	Support & Development	Not Effective
Teacher Skills	<p>Very knowledgeable and up-to-date in subject area – applied consistently to challenge and inspire learners. Very effective reference to vocational and professional examples (where appropriate) to interest learners and extend their awareness.</p> <p>Passionate about subject. Outstanding oral presentation skills which engage learners and promote sustained motivation and concentration.</p> <p>Positive verbal/NVC – strong voice, fluent speech patterns, clear eye contact, enthusiastic manner and open body language and expression.</p>	<p>Teacher has good levels of subject and vocational expertise which enthuse and challenge most learners and contribute to their progress.</p> <p>Clearly knowledgeable in subject area and uses relevant vocational/professional examples to good effect in the lesson.</p> <p>Animated delivery - shows a good level of commitment and energy and holds learners' interests. Good presentation skills which promote motivation and concentration.</p> <p>Teacher demonstrates effective verbal/NVC skills.</p>	<p>Generally, a sound knowledge of the curriculum and course requirements, but some professional updating would improve interest and quality.</p> <p>Moderate enthusiasm for subject. Delivery clear but may be lacking in 'sparkle'.</p> <p>Oral presentation skills are satisfactory.</p> <p>Teacher generally uses appropriate verbal and NVC skills.</p>	<p>Displays a confused, inaccurate or inadequate grasp of some aspects of subject area.</p> <p>The teachers' command of the subject is inadequate for the level demanded by the course.</p> <p>Ineffective or unenthusiastic delivery which does not engage learners.</p> <p>Some of the teacher's verbal/NVC skills are ineffective or inappropriate – eye contact, voice, speech, manner, attitude, body movements etc.</p>
Development of E&D/ prevent agenda awareness	<p>Learners have excellent opportunities to work collaboratively and are encouraged to use examples from their own lives and experiences. Tutor is an excellent role model and inclusion is widely promoted in the lesson. References to a variety of cultures, positive role models, and people from non-stereotypical backgrounds are made throughout the lesson with equality and diversity messages evident in learning materials, on posters and in learning activities. Learners are valued and mutual respect is nurtured through a wide variety of activities. Learners explore ethical and social issues in great depth and have an excellent understanding of values which contribute to a stable and prosperous society in Britain. Issues relating to the prevent agenda and staying safe are reinforced where the opportunity presents.</p>	<p>There are good opportunities for learners to work collaboratively and they are encouraged to build on their own experiences. Inclusion is promoted in the lesson and references are made to a variety of cultures and people from non-stereotypical backgrounds. Learning materials use diverse examples and learners are valued and respected. Learners have a good knowledge of British values and the ethical and social issues in wider society. Issues relating to the prevent agenda and staying safe are reinforced where opportune.</p>	<p>There are limited opportunities for learners to work together. There is some evidence that the learning materials and activities are using diverse examples but opportunities are missed. Inappropriate behaviour is not always challenged and there are missed opportunities for supporting and promoting inclusion (e.g. knowledge of learner profiles, learning styles and learning support needs. A wide variety of activities pitched at all levels of ability). There is satisfactory discussion about British Values and ethical and social issues in wider society. Further development required to explore the wider agenda in relation to prevent and safeguarding.</p>	<p>There is little or no opportunity for learners to work together and learning materials do not attempt to use diverse examples. Inappropriate behaviour is not challenged and there is little or no evidence that supports inclusion and meeting the needs of the learners. There is little reference to ethical and social issues in wider society and learners do not display an understanding of the values needed to support Britain to be stable and prosperous. Inadequate discussion around the wider issues within society.</p>
Development of English and Maths	<p>The SoW demonstrates that opportunities for developing skills in English and Maths have been maximised and signposted. There are excellent opportunities for learners to engage in discussions, make verbal contributions and taking turns in group activities. Learners are widely encouraged to present findings</p>	<p>The SoW signposts opportunities for developing skills in English and maths. There are opportunities for learners to contribute to discussions and make verbal contributions. Spelling, Punctuation and Grammar is checked regularly. Where appropriate learners are given the</p>	<p>The SoW contains some signposting of opportunities for developing English and Maths skills but this is generally not detailed or regular enough. There is some opportunity for learners to make verbal contributions and to present work but this happens briefly</p>	<p>SoW does not signpost opportunities for developing skills in English and Maths. Learners have little or no opportunity to engage in discussions and to contribute verbally to the lesson. There is little or no opportunity for learners to problem solve</p>

Teaching Indicator	Stands Out	Good	Support & Development	Not Effective
	following research. Spelling, Punctuation and Grammar is checked and corrected. Where appropriate, learners are encouraged to create	opportunity to measure and calculate information and there are good opportunities to develop problem solving	and infrequently. There is little opportunity for problem solving and analysing of information and missed	and analyse information. Inadequate focus on maths and English

Teaching Indicator	Stands Out	Good	Support & Development	Not Effective
	tables, graphs and charts as well as measure, calculate and work out information. There are excellent opportunities for problem solving Students are clearly using vocational vocabulary correctly and fluently	Skills Students are developing their skills in maths and English and can explain how their skills have developed	opportunities for using graphs, charts etc. for displaying information and summarising findings. Insufficient development of maths and English	
Standards	Punctuality is given a high priority and full attendance is expected for all learners. All learners are given a wide variety of differentiated learning activities that provide excellent Stretch and Challenge. All learners are expected to meet deadlines and complete coursework, homework is regularly set and all learners are expected to be actively involved in all lessons. Appropriate behaviour is given a high priority; the tutor leads by example and challenges inappropriate behaviour highly effectively. Attendance is regularly at 90% or above and lateness is rare.	Attendance and punctuality are clearly important and the importance of full attendance is communicated to all learners. Learners are given a range of challenging activities and are encouraged to be actively involved in the lesson. Learners are encouraged to meet deadlines for homework and coursework and are challenged appropriately if those deadlines are not met. Inappropriate behaviour is challenged. Attendance is regularly at 85% or above and incidents of lateness are infrequent.	Attendance and punctuality is not always challenged and learners don't seem to give it a high priority. There are a limited range of activities and learners are not always challenged, becoming disengaged. Inappropriate behaviour is not always challenged and learners don't always show mutual respect. Attendance is regularly between 80% and 85% and some learners are often late.	Attendance and punctuality is not challenged and it is clear that learners do not give it a high priority. Learning activities do not stretch and challenge the learners and they are often bored and disengaged. Learners do not respect rules in the classroom and do not show mutual levels of respect. Attendance is regularly below 80% and a significant number of learners are often late.
Development of employability skills	Tutor effectively promotes the importance of attendance, punctuality, appearance and meeting deadlines. Learners are encouraged to take responsibility for themselves and others and are given excellent opportunities to develop independent thinking and learning skills. The lesson clearly relates to the world of work where this is appropriate and references are made throughout the lesson to employers and skills required for work. The SoW very clearly details opportunities for aspirational activities such as motivational speakers, trips and visits. Learners demonstrate a sound understanding of their rights and responsibilities (e.g. AB procedure)	Tutor promotes employability related standards and students are given opportunities to think and learn for themselves. The lesson references the world of work where appropriate and students are given work related and contextualised examples. The SoW shows that there are opportunities for learners to go on trips and visits to contextualise their learning	There is some effort made to promote employability related standards but this is not done well and there are missed opportunities. The lesson rarely relates to the world of work and students are not encouraged to develop independent thinking and learning skills. There is little evidence of planned trips and visits etc. in the SoW	There is no effort made to promote employability related standards and lesson content is not contextualised or related to the world of work. SoW has no evidence of aspirational activities that would promote employability skills to the learners
Lesson summary	Very clear and creative summary that is linked to the learning aims and objectives and to the next lesson	Clear summary of learning progress at the end of the lesson and reference is made to what will be covered in the next session	Brief summary at the end of the lesson with a brief reference to the next lesson	Insufficient or no summary and there is no mention of the next lesson

Teaching Indicator	Stands Out	Good	Support & Development	Not Effective
Assessment				
Checks on learning	Highly effective clearly focused questioning skills used very well to check all learners' knowledge and progress throughout. An extensive range of assessment methods used highly effectively to check all learners' knowledge whilst providing sufficient Stretch and Challenge.	Good questioning used well to enhance and check learning for all learners throughout. A good range of assessment methods used well to check all learners' understanding keeping learners engaged throughout. All learners are assessed at the correct level.	Questions used to recapitulate consolidate and confirm learning but some opportunities lost throughout the lesson. Some assessment methods are used to check learning has taken place for most learners, but some opportunities lost throughout the lesson.	Ineffective, insufficient or no questioning of learners' knowledge or progress. Ineffective, insufficient or no assessment methods used to check understanding.
Opportunities for peer and self-assessment	Excellent opportunities for learners to work with their peers and take part in peer and self-assessment. Peer and self-assessment is built into the SoW and learners show confidence and skill which is more than would be expected for their level of course	There are good opportunities for peer and self-assessment. Tutor promotes self-assessment as an integral part of the lesson. Learners are demonstrating developing skills in this area relative to their course level and ability	There are some opportunities for peer and self-assessment but methods are limited and there are some missed opportunities throughout the lesson. Learners lack confidence or are at the early stages of developing these skills	There is little or no evidence of peer and self-assessment. Learners are not encouraged to reflect on learning or to work with their peers.
Standard of learning	Outstanding standards of work. All learners demonstrating excellent knowledge and skills which illustrate working above standard for level and stage of programme.	Good standards of work. Learners using good skills working at and beyond standard for level and stage of programme.	Satisfactory standard of work. Majority of learners working appropriately for standard and stage of programme.	Unsatisfactory or inadequate standard of work. Level of knowledge and skills demonstrated inappropriate for stage and level of programme (Some) learners not likely to achieve qualification on basis of knowledge/skills displayed.
Progress within class and over time	Students are making excellent progress both in class and over time. Students receive developmental feedback and value the opportunity to discuss their progress and how they can further develop.	Students are making at least expected progress, Students receive feedback that allows them to progress in a sequenced and progressive manner.	Students are not making sufficient progress for the point in the course. Feedback is sparse and	Students are making inadequate progress and they are not receiving feedback that will enable them to develop

Learner Involvement

Involvement, response & contribution	<p>All learners actively involved and engaged. Highly motivated and interested. Demonstrate excellent concentration. Ask and answer questions well. High levels of co-operation and interaction. Learners use/take initiative in learning and take responsibility where appropriate.</p> <p>Learners respond well to the challenges set for them. Teaching promotes learners to work effectively on their own and undertake independent research. There is regular and detailed feedback to issues raised by learners in the class. Learners demonstrate that they are very aware of their rights and responsibilities. The lesson is interactive and all learners are engaged. Learners are encouraged and do contribute to class discussions and positive feedback is given. All learners play an active part in the session</p>	<p>Good involvement and engagement of learners. Learners display good levels of motivation, interest and concentration. Apply themselves well in the lesson.</p> <p>Some examples of effective co-operation, interaction and initiative. Teaching promotes learners to work on their own.</p> <p>Teacher helps learners to plan their time effectively. Learners respond well. Issues raised by learners in the class are dealt with well and feedback is given. There are good opportunities for learners to contribute to the class and are engaged in activities. There is regular praise and learner contribution is valued.</p>	<p>Satisfactory involvement and engagement of learners. Stay on task for majority of lesson. Answer questions; do what has to be done and nothing more.</p> <p>Teacher takes steps to encourage learners to work effectively on their own, but a few remain too dependent on the teacher.</p> <p>Teacher helps learners to plan their time. Learners respond positively and purposefully in lessons, willingly answering questions and participating in discussions. Opportunities for learners to contribute to the class are limited and some learners appear disengaged and bored. Feedback and praise is sporadic and lacks detail. Issues raised by learners in the class are not dealt with well and learners are frustrated</p>	<p>Insufficient or no involvement or engagement of learners. Learners told what to do and when to do it. Relatively passive. Limited concentration and interest. Some learners bored and showing it. Much teaching fails to capture learners' interest and encourage them to work effectively on their own.</p> <p>Learners bored, disinterested or disengaged. There are little or no opportunities for learners to contribute to the class and most learners are bored and disengaged. There is little or no feedback given and the lesson is passive.</p>
Enjoy and achieve	<p>There is a regular high attendance % and learners demonstrate excellent punctuality. Lessons are personalised and achievement is celebrated and rewarded. Learners are given excellent opportunities to develop a wide range of skills (not just academic). Peer learning and group work are a norm and there is a "buzz" in the room that clearly shows the learners are enjoying the lesson and making excellent progress</p>	<p>Attendance and punctuality are good and lessons are varied and planned to meet the needs of the learners. Learners have good opportunities to develop a range of skills and can regularly contribute to group work. Learners are engaged and actively contributing to the lesson and making good progress</p>	<p>Attendance and punctuality can be improved. Lessons are similar from week to week and there are missed opportunities for learners to develop new skills. There is limited opportunity for peer learning and some learners become bored and disengaged, but the majority of learners are making some progress</p>	<p>Attendance and punctuality is poor. Lessons are too repetitive from week to week and there is little or no opportunity for developing new skills. Lesson activities are not stimulating or challenging and the majority of learners are bored and disengaged. Little or no progress is made during the lesson</p>