

Hampshire Learning

Policy and Procedures for the Observation of Teaching and Learning

Date of review/update	Date of next review	Staff Involved
September 2009	August 2011	GF/MPH

Scope of the policy

This policy refers to all programmes of learning supported by Hampshire Learning, including those funded or subsidised by Skills Funding Agency funding. All tutors delivering programmes are eligible for Observations of Teaching and Learning (OTL) through agreed arrangements with providers.

Graded observations of teaching and learning monitor the teaching, learning, and in a more peripheral way, the leadership and management of the classes.

Observations are carried out in accordance with Ofsted's [Common Inspection Framework 2009](#) (CIF) criteria.

The primary aim of the OTL process is to evaluate classroom activity against the criteria of the Common Inspection Framework, focusing on outcomes for learners and quality of provision.

In line with the Common Inspection Framework, grades from 1 – 4 will be awarded for each class observed. These grades carry the following descriptors:

- 1 – Outstanding
- 2 – Good
- 3 – Satisfactory
- 4 – Inadequate

Learning providers supported by Hampshire Learning should aim to ensure that all tutors delivering programmes of learning are observed on an annual basis and that written records of findings and agreed actions are maintained by the Centre Manager and shared with Hampshire Learning on request. Providers may request support and guidance from Hampshire Learning on any aspect of the OTL process. This may include an arrangement for observations of all tutors delivering Skills Funding Agency funded courses to be carried out by Hampshire Learning's central observation team where there are insufficient resources within the centre. Alternatively, paired observations (centre staff and a member of the central observation team) may be arranged to ensure consistency in grading and approach. OTL training for centre staff will be available through the staff development training calendar.

External observation

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

Observation Team

Hampshire Learning's central observation team includes Quality and Curriculum Development Officers (QCDOs) and some centre managers and tutors, who meet the criteria contained in the Person Specification contained at Appendix 1. All members are required to attend observation training and standardisation activities. The central observation team will consist of sufficient members to meet the demands of the overall spread of curriculum and size of the provision.

Training of observers

The training of observers is a critical factor in the success of the observation programme by ensuring that those observing classes are both competent observers and are following the agreed approach to the process. Attendance at the training sessions is not negotiable.

Training will include:

- an introduction to the CIF and its application in the context of Adult and Family Learning;
- intensive training on the use of observation paperwork, gathering evidence, classroom protocol, giving feedback to tutors, grading;
- practical activities involving classroom observation.

Once the Quality Manager is satisfied with a trainee's competence, s/he will be included in the central register of 'active' observers.

Refresher / update training will be available on a regular basis to cover changes to the observation protocol, and in general to remind the team of the demands of the role. All observation team members should attend update training at least once a year, and should observe a minimum of three classes per year to remain on the active register. In addition, observers will be expected to attend at least one standardisation activity each year.

Selection of classes to be observed by the central observation team

Centre Managers will be asked to advise Hampshire Learning of their local arrangements for observation of tutors delivering courses funded by the Skills Funding Agency and to discuss the level of support required from the central observation team. Where centres are unable to meet the requirement to observe all tutors each year, Hampshire Learning will prioritise tutors at those centres for OTL by the central team. In addition, for all providers, Hampshire Learning will 'sample' a selection of tutors across the curriculum areas, levels and centres, for standardisation purposes.

The final decision for selecting the number and frequency of observations will depend on resources but the following will be taken into account:

- All Hampshire Learning tutors should be observed on an annual basis.
- New tutors should be observed within the first six months (or two terms) of their employment.
- Centre Managers may request an observation visit to a particular tutor if they feel that this is warranted in the overall monitoring of their provision eg this may happen where there are concerns about the quality of teaching and the impact this is having on the learners' experience.
- Hampshire Learning relies on the full co-operation of Centre Managers in completing all aspects of this work. This includes the timely notification of courses being delivered and any changes to the programme recorded on the management information system; accurate details about the venue and tutor's contact details; arrangements for post-observation feedback; timely and effective follow-up actions.

Arrangements prior to an observation

As outlined above, Hampshire Learning's central observation team will undertake a number of observations in order to 'sample' the standard of teaching and learning across the provision and provide support for centre managers in meeting the requirements to observe all tutors annually.

Where Hampshire Learning is responsible for the arrangements relating to an observation visit, the following will apply:

- The tutor to be observed will be contacted in writing, preferably by email, to arrange/confirm the details of the class. Where possible, tutors will be given two weeks' notice of an observation visit, although there may be occasions where less notice is given eg where a class has been re-arranged or for reasons of efficiency. In addition, Hampshire Learning reserves the right to visit a class without giving any advance notice. A copy of the notification will be sent to the tutor's line manager. (A sample notification is included as Appendix 2.)
- The Centre Manager should advise Hampshire Learning any special circumstances relating to the class eg any cultural, gender specific or social issues relating to learners or the session.
- Hampshire Learning will ensure that the observer is properly briefed and is aware of any specific areas it is particularly interested in receiving feedback about eg the effective implementation of its Equality Framework.
- Hampshire Learning will expect observers to check the contents of the Tutor's Course File against the Course File checklist and to report any omissions.

- Hampshire Learning will ensure that observation team members have current identification and that they feel comfortable with arrangements for their own personal safety when making visits.
- Hampshire Learning will remind the observation team of the reporting deadlines and give them clear contact information for this purpose. Observation reports must be submitted by email within three days of the observation.

Classroom protocol

Observers must be effectively trained before they are allowed to observe classes unaccompanied. An important feature of the training refers to their conduct and professionalism when making a visit. The points set out below constitute the key aspects of correct classroom protocol.

- Ensure you carry identification with you at all times in case it is required.
- Switch off your mobile phone before you enter the class.
- If possible, arrive 10 minutes before the start of the class in order to gather evidence by speaking to the tutor and learners as they arrive. However, you might wish instead to observe the mid-point, or the end of a class.
- Tell the tutor why you are there, check that s/he was aware that observations are taking place and what you would like to do (eg look at work, talk to learners), and how long you expect to be there. Explain the feedback process including the plans for sharing good practice across the Service, and explain how your judgements will contribute to the report about the whole Service's provision.
- Remind the tutor that you are there to observe the quality of learning experienced by the learners.
- Ask the tutor what s/he is planning for the session. This should prompt the production of a lesson plan, a copy of which should be included in the Tutor's Course File.
- Ask the tutor if s/he wants to introduce you to the group or if s/he would like you to do that.
- Take notes during the observation to record your findings. Write evaluative comments before feeding back to the tutor. Do not be obtrusive in your note taking, but make sure you can create an accurate record, including quotes from students, as a result of the visit.
- Do not participate in the learning activities.
- Let the tutor know that you wish to speak to the learners before doing so. When you arrive, ask when there will be an appropriate moment to do so. (In some types of provision, such as a dance or yoga class, you may only be able to do this before or after the class, so time your arrival accordingly.)

- Always be aware of the sensitivities of the learners and the tutor, and the dynamic of what is taking place.
- Plan your exit so as to minimise disruption to the class and try to have a brief word with the tutor to say thanks. If your exit will cause distraction (eg during a tutor led session) do the best you can to minimise this distraction. Don't feel you have to stay until the end.
- Observation visits should normally last for approximately 1 hour. At the end of the visit, if feasible, you should offer brief feedback to the tutor on the evidence you have gathered and your judgements. **You should not however give a grade at that stage, as all grades are subject to moderation.** Should any discussion of grading take place, this must be made explicitly clear.
- Tutors should be asked to complete the OTL Tutor Feedback form to provide a record of their reflections on the session. A copy of this pro-forma is contained in Appendix 3.
- **You should not leave a copy of your observation notes or your draft report with the tutor.**

Reporting procedures for observation team members / Confidentiality

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

- The template for the OTL report is contained at Appendix 4. The report is intended to encapsulate what you thought of the session in a concise and evaluative way.
- Observers should send their completed observation report in the approved format to the Hampshire Learning within three days of visiting the class, via email.
- Observation reports should be complete, include an unmoderated grade and be word-processed. Handwritten notes taken during a session should be retained and made available to Hampshire Learning on request.
- Observers should always keep a copy of each report and their handwritten notes until asked by Hampshire Learning to hand them in or to dispose of them.
- Reports should not be sent or shown to anyone else, including Centre Managers, at this stage. This is because the information contained in reports is confidential and is the intellectual property of Hampshire Learning, who will decide how and when to pass it on.
- In addition, schemes of work (and session plans if available electronically) should be forwarded to Hampshire Learning.

- The content of each report remains confidential at all times, and must not be discussed by the observer with any third party. It is particularly important that observers do not discuss or divulge any matter relating to their observation findings with their own employer, line manager or colleagues.
- Hampshire Learning should acknowledge receipt of the report. If any aspect of the report is unclear, the observer should be advised as soon as possible, and will be asked for clarification, further information or amendments as necessary.

Moderation of grades

- Hampshire Learning will seek to moderate the grade based *only* on the evidence and language contained in the report. Moderation of the report will be undertaken by Quality and Curriculum Development Officers with reference to the observer where necessary. The Quality Manager may be involved in this process.
- Moderation of grades should normally take place within seven days of the date of the observation and before the report is passed to Centre Managers. Where this is not possible, clear indication should be given that the grade is still 'subject to moderation'.
- In general, moderation will be based on the descriptors used in the observer's report and on the weight and scope of evidence reported.
- Where there is broad concurrence with the observer's grade, it should be accepted and passed as accurate by Hampshire Learning. This is because the observer was actually present at the class whereas the moderator was not.
- Where there is greater disparity, further discussion will be required, and clarification on specific points sought from the observer. Discrepancies usually arise from poor use of language, or conflicting evidence in the report, and observers should be continually encouraged to be as explicit as possible in their reporting style and use of language. This also helps to deal with disputes at a later stage should evidence or grades be challenged.
- Final decisions on, and responsibility for, moderated grades rests with the Quality Manager.
- Where a session is awarded a Grade 4 or there is a major issue e.g. Health & Safety, Hampshire Learning will advise the Centre Manager within 24 hours.
- An Action Plan is required following each observation. Hampshire Learning will draft an Observation Action Plan that will highlight areas for improvement which need to be addressed and/or good practice that could be developed and/or disseminated to other practitioners. Hampshire Learning will follow up on completion of action points. (A copy of the Observation Action Plan pro-forma is contained at Appendix 5.)

Post-moderation reporting

- All reports including moderated grades will be sent to Centre Managers as soon as these are available and preferably within seven days of the observation. Arrangements for giving feedback to tutors must take into account the following:
 - the need to minimise the time elapsed between observation and feedback
 - the availability of the tutor to receive feedback, and other factors relating to timing, such as term ends, etc.
 - the experience and standing of the Centre Manager as someone qualified to give feedback to a tutor
 - the medium through which this is done. Often, a poor reaction follows when reports are simply posted to tutors. Centre Managers should be encouraged to conduct short, confidential face-to-face interviews with each tutor so that:
 - issues and concerns are addressed constructively
 - achievement and success are acknowledged
 - an action plan is agreed to address outstanding issues.

Where there are specific concerns about the performance of an individual tutor, the Centre Manager should report progress in giving feedback to the tutor to the Centre's appointed QCDO and pass on details of any issues or disputes arising. Copies of completed Observation Action Plans should be sent to Hampshire Learning within three weeks of feedback interviews with tutors.

Actions arising from observations of teaching and learning will be monitored by the Centre's appointed QCDO and progress will be reported in the Quality Improvement Visit Report.

Standardisation Process

- Standardisation meetings will be held on a termly basis to review OTL reports submitted by the central observation team. Observation team members will be required to attend at least one standardisation meeting each year.
- Centre Managers and staff undertaking observations of teaching and learning with their centre will usually be invited to take part in the standardisation activities, as appropriate.
- All reports selected for standardisation process will be anonymised to preserve confidentiality.

Wider reporting procedures

- Providers are responsible for the annual observation of the tutors they employ to deliver adult and family learning courses.
- For SKILLS FUNDING AGENCY funded provision, the findings should be reported within the provider's self-assessment report and shared with QCDOs as appropriate. The findings and action plans resulting from the OTL process inform the provider review process and are used within the provider confidence ratings.
- Centres are asked to share their reports of their own observations of staff. In addition to the formal observation pro-forma at Appendix 4, a Classroom Visit pro-forma may be used at other times, to record an informal visit to a classroom. The Classroom Visit pro-forma is contained at Appendix 7.
- With the support of Hampshire Learning, providers should use the outcomes of the observations to progress action points with their own staff, both as part of the process of self-assessment, and to help them with their own development planning. Feedback from OTLs will be a central part of the planning process for tutors' CPD.
- The actions identified in the Observation Action Plan should be monitored and reviewed by the Centre Manager. Hampshire Learning will follow up completion of action points.

Re-observation of classes

When an observer decides that what s/he has seen is inadequate, s/he is required to award that class a grade 4. Once Hampshire Learning has moderated the grade, it should immediately agree remedial action with the Centre Manager and/or the tutor, and follow this by arrangements for a further (timely) observation visit.

- A further observation visit should not be undertaken until the Centre Manager and Hampshire Learning consider that there has been adequate time and support to bring about the required improvements.
- The class should not be observed by the observer who gave the original grade 4. Arrangements for selecting and briefing an observer, and for informing the tutor of arrangements, follow the normal protocol.
- It is not necessary for the observer to see the original observation report, though Hampshire Learning may wish to ask her/him to pay particular attention to certain aspects of the teaching and learning. It is not appropriate for the new observer to discuss the original class visit with the original observer.
- In many cases, an improvement is noted and the class may be re-classified as satisfactory or better. However, in the event of the class still being deemed inadequate, Hampshire Learning will discuss the issue with the Centre Manager and further measures agreed to bring about improvements. This process must

be transparent and the tutor should be kept informed at all times about what has been discussed. S/he should be invited to contribute to decisions about remedial action, where this is considered appropriate.

Disputes

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

- Tutors should, in the first instance, make the case to their line manager, either verbally or in writing, within seven days of receiving their grading feedback.
- Based upon the tutor's comments, the line manager may decide to seek further advice from Hampshire Learning and may ask the tutor to write their concerns down if they have not already done so. Any concerns should be based on concrete evidence about what took place in the class on the day of the observation visit.
- Tutors and line managers will not be allowed to discuss concerns with the observer – once they have visited a class and submitted a report and a grade, their responsibility passes to Hampshire Learning who moderates their findings.
- Depending on the nature of the dispute, Hampshire Learning will decide whether to re-observe the class. If it is satisfied that the original grade is correct, it may decide not to do this, unless the class was deemed inadequate.
- Where a class is re-observed, the same reporting protocol as the original observation applies, though a face-to-face feedback interview with the tutor is now a requirement.
- Any further challenge to the grading result from the second observation will not normally be permitted.

Grading Descriptors

Grading descriptors have been developed to supported the grading process and are contained in a table in Appendix 6. The table provides guidance on key areas that may affect the grade awarded for a teaching and learning session following an observation carried out by a trained observer.

The document has been developed from a range of descriptors used by other Adult and Family Learning providers, as well as examples from Ofsted, to provide a framework that supports the 1- 4 grading. It provides a useful resource for observers, particularly those who are newly trained, to identify the key areas that need consideration during an observation and to recognise the language that clearly identifies strengths, areas for improvement and satisfactory aspects of a session.

The document will be useful for Centre Managers who should be aware of the key aspects of an observed session and the evidence needed to support judgements made.

These grading descriptors will be reviewed and updated by the observation team during standardisation meetings and as a result of external training and guidance. They are not intended to be used as a 'tick sheet' for observers to complete during or after a session as the basis for calculating an overall grade. Equally, it is not the intention that they are sent to tutors as part of the preparatory documentation for an observed session. Centre Managers may opt to use the Descriptors as part of induction or ongoing training with tutors.

Person Specification for Observers of Teaching and Learning

	Essential	Desirable
Experience		
Experience of teaching or facilitating or managing provision in Adult Education	✓	
A curriculum / ACL management specialism	✓	
Classroom observation experience		✓
Mentoring/supporting adult educators		✓
Qualifications		
Subject specific or professional qualification as appropriate	✓	
QTLS status	✓	
Abilities/Aptitudes		
Excellent communication skills	✓	
ICT literate	✓	
Understanding of the criteria contained in the Common Inspection Framework	✓	
Commitment to promoting all aspects of Equal Opportunities	✓	
Able to attend initial and ongoing training for observers of teaching and learning	✓	
Able to attend ongoing standardisation meetings	✓	
Sensitivity towards a range of learning needs	✓	
Able to work flexibly in terms of time and location		✓
Own transport		✓
Other		
Registration with the Institute for Learning	✓	

SAMPLE NOTIFICATION TO TUTORS WHO MAY/WILL BE OBSERVED

Dear Tutor

Observation of Teaching and Learning

I am writing to inform you that [observer name] from Hampshire Learning's observation team would like to visit your class on [date] at [time]. [Observer's first name] will aim to arrive 10 minutes prior to the start of the observation.

Please would you email a copy of your scheme of work to the observer at least 2 days prior to the observation and pass a paper copy of your session plan to the observer at the start of the observation. [Observer's first name]'s email address is [email address].

May I reassure you that all our observers are qualified and experienced adult learning tutors or managers and fully understand the particular demands of teaching in an adult and family learning context. They have been trained to conduct effective observations of teaching and learning and will observe a strict professional protocol during their visit to your class. Observers are likely to wish to talk to some of your learners and will expect to see your Course File.

The following information may help you in preparing for the observation visit:

Hampshire Learning's [Quality Documentation](#) contains a Course File checklist and your [Tutor Handbook](#) provides guidance on Good Practice in the Classroom and the Observing of Teaching and Learning.

The [Common Inspection Framework \(2009\)](#) contains the criteria used by observers for judging and grading your class.

An [Observation - Tutor Feedback](#) form is available for you to record your reflections on the session delivered. This will be useful as a basis for discussion at the time of the feedback meeting with your Centre Manager.

Observations of teaching and learning are a non-negotiable and necessary part of our quality improvement procedures. If you would like more information or some re-assurance about the process, please contact your Centre Manager in the first instance.

Yours sincerely

Observation of Teaching and Learning – Tutor Feedback

Part A of this form is for use by the observer and tutor following the observation visit

Part B is for use by the tutor at the feedback meeting with Centre Manager

Part A

Tutor's Name:	
Centre:	
Class Observed:	
Date:	
1 Did the session go as planned?	2 What went well?
3 Are there areas that you feel could be improved?	4 What might you do differently if you were delivering this session again?

Signed (**Observer**).....

Signed (**Tutor**).....

Part B

Are there any further comments or observations you would like to make about the OTL process?

Agreed Actions:

Signed: **Centre Manager)**

Signed: **(Tutor)**

Date:

Observation of Teaching and Learning

Observer		Grade awarded	
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Name of Tutor:	
Provider:	Venue:
Course Title: Subject Sector: Level: Accreditation:	Course Code: Session __ of __ sessions
Date and Times of Session:	Times of Observation:
No. on register: M: F:	No. attending: M: F:

Context / Outline of Session <i>(brief summary of focus of session content; tutor and learner activity; learning support)</i>
Evaluation of session with evidence to support judgements Learning: Attainment: Teaching:
Strengths: ▪
Areas for Improvement (<i>Weaknesses</i>): ▪
Suggestions for further improvements:
Date:

Please return completed Observation Report within 3 days of your visit by email to hampshire.learning@hants.gov.uk.

Observation of Teaching and Learning/Quality Monitoring: Action Plan

Centre Name Name of Tutor Observed

Name of Observer Course Code

Areas for Improvement	Action required <ul style="list-style-type: none"> • This section is the responsibility of the Centre Manager • The observer may record suggestions (in italics) eg <i>support from curriculum specialist</i> • Monitoring and review should be included 	By when	Person Responsible
Centre Manager to address:			
Tutor to address:			
Hampshire Learning to address:			

Centre Manager (Signature) Date

Senior Management (Signature) Date

Please email to hampshire.learning@hants.gov.uk by:

Grading Descriptors

Performance Indicator	Outstanding	Good	Satisfactory	Inadequate
Grade	1	2	3	4
<i>Evidence of Planning</i>	<p>Planning demonstrates:</p> <ul style="list-style-type: none"> ▪ Very clear links to previous learning throughout the lesson to enable learners to explore new ideas ▪ Thoroughly prepared activities; however, this does not prevent effective use of unanticipated but productive opportunities that arise in lessons ▪ Consistently challenging activities planned for all learners and matched closely to individual learning needs. ▪ Highly effective and sensitive use of differentiated resources, activities and approaches to support learners with identified learning needs 	<p>Planning demonstrates:</p> <ul style="list-style-type: none"> ▪ Good reference to previous learning with links to new material and/or theory to practice ▪ Well planned and challenging activities closely matched to the needs of individual learners ▪ Good and sensitive use of resources, activities and approaches that support learners with identified learning needs 	<p>Planning demonstrates:</p> <ul style="list-style-type: none"> ▪ Clear objectives which are shared with learners ▪ Links made to previous learning ▪ Sufficient challenge for all groups of learners, but not necessarily all individuals ▪ Suitable support for learners with identified learning needs 	<p>Planning demonstrates:</p> <ul style="list-style-type: none"> ▪ Lack of or insufficiently clear learning objectives ▪ Activities are not sufficiently well matched to learners' needs to provide a suitable level of challenge ▪ Little support for learners with identified learning needs
<i>Learning Environment</i>	A professional learning environment is maintained which is wholly relevant to the activities and tasks undertaken.	Good accommodation, fit for purpose, well resourced and accessible.	Satisfactory accommodation that is well managed.	Inadequate and/or poorly managed learning environment.
<i>Learning material / resources</i>	Excellent range of high quality (creative material clearly presented and well-used to promote learning. Very effective	Good range of materials and resources effectively used to support session content and promote learning. Effective	Satisfactory resources and learning materials, support learning but ordinary. Some use of information	Insufficient or inadequate resources to support learning. Little or no use of information learning

	(extensive) use of information learning technologies (ILT) / e-learning	use of information learning technologies (ILT) / e-learning	learning technologies (ILT) / e-learning	technologies (ILT) / e-learning
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Performance Indicator	Outstanding	Good	Satisfactory	Inadequate
Grade	1	2	3	4
<i>Introduction, aims and learning outcomes</i>	Comprehensive introduction - aims and outcomes explained, shared and displayed. Learners demonstrate very clear understanding about learning purpose.	Clear aims and outcomes shared with learners at beginning of session Learners clear about learning purpose.	Brief, general introduction. Learning outcomes basic but realistic in lesson context. Learners generally know what they will be doing.	Little if any introduction. No clear aims and outcomes stated or shared with learner. Learners unsure, confused or do not know what they will be doing.
<i>Identification and support of individual learning need</i>	Highly effective identification of individual learning needs. Excellent support provided.	Good identification of individual learning needs and good individual support evident.	Sufficient identification of individual learning needs and some individual support.	Insufficient or no identification of individual learning needs and insufficient or no individual support.
<i>Skills for life awareness</i> <i>– essentially relevant for FLLN courses however, some relevance for all courses</i>	Highly effective identification and cross-referencing of key / basic skills in lesson plan activities / resources. Shared with learners. Also, evidence used very effectively in portfolios and preparation for national tests.	Effective identification and cross-referencing of key / basic skills in lesson plan activities / resources. Shared with learners. Also, evidence used effectively in portfolios and preparation for national tests.	Some identification and cross-referencing of key / basic skills in lesson plan activities / resources. Some sharing with learners. Also, some evidence used in portfolios and preparation for national tests.	Insufficient or no identification and cross-referencing of key / basic skills in lesson plan activities / resources. Learners not informed or opportunities lost to inform them about key / basic skills which could be used in their portfolios or preparation for national tests.
<i>Teaching strategies</i>	Highly effective and imaginative teaching methods and strategies, which are appropriate for the subject and level, are used to engage all learners. Activities are well structured and	Good range of learning methods and strategies used to promote learning, increase engagement, motivation and concentration, and are appropriate to the subject and	Satisfactory teaching methods and strategies used to encourage and engage learners. Explanations and instructions are clearly	Insufficient or inappropriate teaching and learning strategies used. Poor or unclear instructions are given. Teaching does not capture learners' interest.

	timed to maintain interest, motivation and concentration.	level.	given.	
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Performance Indicator	Outstanding	Good	Satisfactory	Inadequate
Grade	1	2	3	4
<i>Inclusive learning strategies</i>	Equality and diversity is actively promoted through the highly effective use of diverse examples of teaching and reference materials. The tutor models best practice through the use of inclusive language, attitudes and terminology.	The integration of equality and diversity is demonstrated through the effective use of diverse examples of teaching and reference materials. The tutor models good practice through the use of inclusive language, attitudes and terminology.	The integration of equality and diversity is demonstrated through the some use of diverse examples of teaching and reference materials. The tutor uses appropriate language and terminology and demonstrates appropriate attitudes.	There is insufficient attention paid to integrating equality and diversity through teaching and reference materials and/or through tutors use of appropriate language and terminology.
<i>Subject knowledge</i>	Very knowledgeable and up-to-date in subject area. Very effective reference to vocational/professional examples (where appropriate) to interest learners and extend their awareness.	Good knowledge of subject area and use of relevant vocational/professional examples to good effect in the lesson.	Generally knowledgeable in subject area but some professional updating would improve interest/quality.	The command of the subject is inadequate for the level demanded of the course.
<i>Tutor delivery / presentation skills</i>	Passionate about subject. Outstanding oral and presentation skills which engage learners and promote sustained motivation and concentration . Positive verbal / non verbal communication; strong voice, fluent speech patterns, clear eye contact, enthusiastic manner and open body language and expression.	Animated delivery shows a good level of commitment and energy and holds learners interests. Good presentation skills which promote motivation and concentration. Tutor demonstrates effective verbal / non verbal communication skills.	Moderate enthusiasm for subject. Delivery clear but may be lacking 'sparkle'. Oral presentation skills are satisfactory. Tutor uses generally appropriate verbal and non verbal communication skills.	Ineffective or unenthusiastic delivery which does not engage learners. Some of the tutor's verbal / non verbal communication skills are ineffective or inappropriate i.e. eye contact, voice, speech, manner, attitude, body movements etc. Learners bored, disinterested or disengaged.
<i>Pace and structure of learning</i>	Pace clearly matches subject and learner level. Activities very	Pace matches subject and most learners' needs and level.	Overall pace promotes some learning and interest.	Activities lack pace/rigour and do not promote

	well-structured and timed to maintain interest and stimulate learning for all learners.	Most activities well-timed and structured.	Some activities insufficiently matched to learner / subject level.	learning. Learners lose interest/concentration at some points. Learners not stretched, over challenged, confused or struggling to understand.
Performance Indicator	Outstanding	Good	Satisfactory	Inadequate
Grade	1	2	3	4
<i>Review of Learning</i>	Highly effective review of learning at intervals throughout lesson and very clear (and creative) summary linked to learning aims/objectives and to next lesson.	Good review/recap at points in the lesson and clear summary of learning progress at end of lesson with reference to next.	Sufficient review of learning and brief summary at end of lesson and brief reference to next lesson.	Insufficient or no review of learning and/or insufficient or no summary at end of lesson and little or no reference to next lesson.
<i>Progress and Attainment</i>	Outstanding standards of work. All learners demonstrating excellent knowledge and skills which illustrate working well 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.
<i>Assessment</i>	Learners' progress is monitored through highly focussed and effective direct questioning. Assessment is rigorous and well organised and the outcomes are effectively used for planning learning.	Learners' progress is monitored through effective direct questioning. Assessment is well organised and the outcomes are used for planning learning.	Some learner progress is monitored through questioning to recap, consolidate and confirm learning. Missed opportunities for using assessment outcomes for planning learning	Ineffective or insufficient monitoring of learners' progress.
<i>Management of Learning</i>	Highly effective group /	Good management of group	Satisfactory management of	Ineffective management of

	<p>individual management. Clear directions. Behaviour and standards professionally and vocationally appropriate. Demonstrates high mutual tutor / learner value / respect.</p>	<p>activities. Clear instructions. Relationships in the lesson reflect vocational / professional context. Tutor and learners clearly value and respect each other</p>	<p>group. Instructions generally clear. Appropriate working relationship overall.</p>	<p>group / individual activities. Instructions not always clear, tutor can not impose his / herself. Inappropriate noise levels. Learners not always listening or responding. Some lack of respect or value evident.</p>
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Performance Indicator	Outstanding	Good	Satisfactory	Inadequate
Grade	1	2	3	4
<i>Managing attendance and punctuality issues effectively</i>	Learners display commitment to learning through excellent record of attendance and punctuality (90%+ attendance and exemplary punctuality).	Good attendance and punctuality records (attendance rates of 85%+ with most learners on time).	Satisfactory attendance and punctuality (attendance rates of 75%+ with most learners on time).	Unsatisfactory attendance and punctuality (less than 75% attendance and pattern of low attendance overall. Unsatisfactory punctuality – less than two thirds present at start of lesson).
<i>Health and Safety</i>	There is excellent attention to health and safety, both general and specialist throughout the session.	There is good attention to health and safety, both general and specialist throughout the session..	Sufficient attention paid to health and safety.	There are insufficient health and safety checks. Inadequate for learning purposes and / or unsafe. May be noisy, hot / cold, interrupted or insufficiently resourced or accessible. Hinders or prevents learning.
<i>Scheme of Work</i>	Comprehensive scheme Includes course aims/learning outcomes and sequenced teaching and learning activities, methods, resources and planned assessment. Detailed information which provides excellent insight into planned learning and progress.	Good scheme, which clearly records sequenced teaching and learning activities, methods, resources and planned assessment. Provides a very clear insight into planned structure of learning and progress.	Satisfactory scheme lacking in some detail, but sufficient information to gauge planned outline of teaching and learning activities, resources and assessment.	Very brief or no scheme of work, little more than a list of topics.
<i>Session Plan</i>	Highly detailed – timing, structure and method. Excellent range of consistently challenging and differentiated learning activities planned to meet different learning styles /	Good, clear structure and well planned, challenging activities linked to different learning styles/needs. Clear links to scheme and good reference to prior learning and	Satisfactory outline of teaching method and learner activity. Some links to scheme of work evident. Sufficient challenge for all groups of learners.	No session plan or insufficient details of learning objectives and activities. Little support for learners with identified learning needs

	needs. Excellent links to scheme and prior learning. Evidence that session plans evaluated by tutor.	differentiated needs of learners.		
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Appendix 7

Classroom Support Visit Record

Name of tutor:	
Course title and code:	
No. on register:	No. attending:
Venue:	Date of Visit:
Documents available in Tutor's Course File: <ul style="list-style-type: none"> ▪ Register ▪ Course Information Sheet ▪ Learner Handbook ▪ Learner Induction Checklist (completed and signed by tutor) ▪ Scheme of Work ▪ Session Plan 	<i>Initial and date when seen</i>
Records of learners' progress and achievement: <ul style="list-style-type: none"> ▪ Individual / Group Learning Plans ▪ Records of initial assessment ▪ Records of ongoing assessment ▪ Records of learner progress and achievement 	(Comment on the methods used to record learner progress and achievement)
<ul style="list-style-type: none"> ▪ Learner Evaluations 	

- Tutor Course Evaluations

Health and Safety – accommodation, subject specific issues

General Comments

Staff Development needs?

Any other support required?

Visit undertaken by: _____

Date report issued: _____