



## **Observation Policy**

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### **Aim and objectives**

The purpose of observation scheme is to establish and continually improve standards of teaching, learning and assessment, the learner experience and outcomes for learners across both directly delivered and subcontracted provision.

### **Changes to the observation scheme for 2022/23**

Park Education will move to a more developmental and supportive approach to conducting observations of teaching, learning and assessment in 2022/23. This means that we will work with partners to plan and conduct observations:

- at a frequency based on risk
- where they are most needed and are most likely to achieve impact
- that are developmental rather than graded, so that tutors and assessors are more actively engaged in the process as a quality improvement activity
- that lead to action plans that are monitored and followed through.

### **Observers**

Observers will be experienced practitioners who have successfully completed training in relation to the observer role. Park Education plans to offer training for observers in 2022/23.

### **Types of observation**

Observations of teaching & learning, assessment, review and information, advice and guidance will be completed as part of Park Education's observation scheme.

### **Frequency**

For 2022/23 the volume and frequency of observations to be completed and submitted to Park Education will be based on risk.

Risk will be defined as the likelihood that current practice could be judged to require improvement and/or breach applicable funding requirements. Risk will be assessed by Park Education through analysis of data and feedback, and the checks completed on learner and employer records.

Partners will be expected to operate their own effective OTLA scheme, and they will only be required to submit to Park Education the outcomes of the specific observations that are agreed with them.

The observations to be completed by each partner will be agreed based on the outcome of their most recent Quality Review. For example:

- a partner which needs to strengthen the quality of learner progress reviews will be required to complete an observation of review with each member of the team responsible for completing reviews with learners on the Park Education contract
- a partner identified as needing to improve first time pass rates for Functional Skills will be required to complete observations of teaching and learning with each Functional Skills tutor
- a partner delivering a new programme for which they don't yet hold direct claim status, will be required to complete observations of assessment with each assessor working on the new programme.

Park Education will also complete direct observations of teaching, learning and assessment on each new partner's provision and as part of the Quality Reviews completed at least annually.



**Process**

Partners are required to implement their own observation policy and scheme. Park Education will evaluate the effectiveness of each partner's scheme through the Quality Review process.

The observation process implemented should feature the following:

- observation records that include a description of the observed performance and clear judgements about the effectiveness of the session, covering the planning, delivery and impact
- an evaluation of tutors' use of naturally occurring opportunities to embed Functional Skills, British Values, Safeguarding, Prevent and equality and diversity
- agreement of SMART action plans with individual tutors/assessors
- evidence of ongoing monitoring and achievement of the action plans
- opportunities to share good practice internally
- evidence of impact i.e. what has been identified through the observation scheme and how this has been used to drive improvements in teaching, learning and assessment.

**Quality assurance**

Park Education will continue to monitor the quality of the observations completed and will analyse OTLAs to identify strengths and areas for improvement across the provision. This analysis will be used to plan training and CPD opportunities for tutors and assessors.

**Policy update**

1<sup>st</sup> of Aug 2022

Reviewed: January 2025