OBSERVATION OF TEACHING LEARNING AND ASSESSMENT (OTLA) POLICY AND PROCEDURE

OBSERVATION OF TEACHING, LEARNING AND ASSESSMENT

The over-arching aim of ATN's lesson observation scheme is to support the development and improvement of teaching and learning with the objective of improving student outcomes.

All teaching staff will normally have one observation per year. Formal observations are those carried out by the observation team, approved representatives from inside ATN.

Observations will normally be conducted by the teacher's line manager. The aim would be for all teaching staff to be observed by the spring half-term. A teacher may have more than one formal observation where there are concerns over their performance.

Lead IQA plans and schedule observations at the start of the year; progress on observations is reported monthly.

THE OBSERVATION PROCESS

a. Pre-observation

The observer confirms and agrees focus for observation.

b. Observation

Lesson observed with focus as agreed prior to the observation. The length of the observation should be 30-60 minutes – i.e. the length and timing of the observation should be planned in light of the agreed focus.

c. Post-observation

After observation, the observer will give detailed feedback and agree outcomes/ actions with the observed, and these are also recorded on the Observation Action Plan. This could include arrangements to share good practice as well as to improve practice. Timescales are set and a review date agreed. This plan is copied to the Line Manager and the Quality Team. The line manager must ensure that actions are followed up in a timely way.

Feedback to teacher with the focus as agreed prior to observation (although feedback will also include other aspects of the lesson). The feedback should be conducted in a way that promotes dialogue.

The feedback is developmental – and grading is awarded in accordance with Prime's requirements as some funders require lesson observations to be graded whereas some other primes do not require a grading. An action plan is developed and agreed by the teacher and observer; progress against the plan is monitored by the lead IQA.

If a session has been judged as 'inadequate' during observation, the member of staff will be provided with appropriate support and will be re-observed within 4 teaching weeks, and in accordance with agreed actions. If the next session is also judged as 'inadequate', then the member of staff will be provided with an updated action plan, informed by the actions from the two observations, in consultation with the Line Manager. If at the next observation the member of staff receives a third successive 'inadequate' they will have a review of their development plan carried out by a panel in conjunction with attendance, appraisal records, success rates and learner feedback. The panel will consist of their Line Manager, Director, Lead IQA, and may also include the HR personnel. The panel will decide, based on evidence from lesson observations and other sources, whether there is a reasonable prospect of improvement in the near future or whether the member of staff is currently unable to meet the teaching and assessment standards expected by ATN, in which case the decision will be made to invoke the capability procedure.

Learning walks

At pre-arranged scheduled points in the year (typically once each term) QA team will undertake learning walks. The learning walk will consist of a number of observations (20-30 minutes each) and auditing of course folders and learner portfolios and are aimed to provide an opportunity for to observe and record examples of good practice and identify possible areas for development. These are fed back to the team and actions agreed.

OTLA Template

Tutor name		Date		Taster? (<4GLH)	
Observer name		Course title		Duration	
Organisation		Venue		BRAG (Blue, Green, Amber, Red) Grade:	

Learner Attendance		Learners live on register		Learners present at start	
		Late arrivals		Total attending	

Summary of Judgements	
Strengths	**Areas for development**
- Good achievement of all learning objectives by most learners - Good learner engagement - Good embedding of E&D & BV	

Code	Evidence of Planning:	Judgement, Evidence & Impact
1b	**Lesson Plan or Scheme of Work (SOW)** • *How good are the learning objectives?* • *Is the tutor following the planned objectives?* • *How good is the planning for advice and guidance (IAG)*	

Code	Outcomes for Learners:	Judgement, Evidence & Impact
2a	**Learning & Learner Confidence:** • *How well do learners achieve and make progress?* • *Are Learners achieving to the best of their ability?* • *To what extent do learners have pride in their work?* • *How good is achievement of achieve "soft" outcomes*	
2d	How well learners are developing **independent learning skills,** that they can use outside the classroom?	

Code	Evidence of Planning:	Judgement, Evidence & Impact
2p	**Attainment:** *To what extent are learners on track to pass exams / meet learning objectives by the end of the course?*	
Code	Teaching:	Judgement, Evidence & Impact
3a	**Introductions** of lesson and individual activities • *How well does it cover topics & learning objective(s)?* • *How well does it cover why learners are doing this?* • *How good was the re-cap previous session/section?*	
3x	**Punctuality and attendance** • *Did the class start exactly on time?* • *Is attendance and punctuality good?* • *How well is attendance and punctuality robustly recorded, challenged and followed up?*	
3b	**Explanation and instructions**	
3c	**Questioning** o*pen, closed, directed and reflected questions*	
3d1	**Verbal Feedback** given to learners *How well do learners know how to improve?*	
3d2	**Written Feedback** on ILPs, learner diaries and learner work. • *How well does it relate to learning objectives?* • *To what extent is the feedback evaluative?* • *How good are the improvements likely to be based on the feedback?*	
3e1	**Differentiation** *How well are the less able learners being supported?*	
3e2	**Stretch and Challenge.** *How well are the more able learners being supported to excel?*	
3g	**Summarising** key learning points	
3h1	**Checks on learning in class** *How well are all learners checked against learning objectives?*	

Code	Evidence of Planning:	Judgement, Evidence & Impact
3h2	**Assessment** of learning. • *How well do the objectives on the paperwork match what's being delivered?* • *Is assessment paperwork being actively used?*	
1f	**Portfolios** • *Is a record kept of learners' previous work?* • *How good is the written reflection by learners?* • *How well is work marked?*	
1y	**Spelling Punctuation & Grammar** – *how well is SPAG corrected on learner work?*	
3j	Tutor's specialist **knowledge and skills** • *Comment on the quality of tutor's subject knowledge* • *Comment tutors literacy, numeracy and digital skills*	
3k	Generating **interest and enthusiasm**: *are all learners on task?*	
3l	Use of inspiring, varied & high quality **resources**	
3m	**Activities** • *Is the activity linked to the learning objectives?* • *How much of the lesson was spent in activities?* • *To what extent were activities challenging & varied?* • *How successful is peer working?*	
3o	Is lesson well **structured**?	
3r	**Learner support worker**/class assistant/volunteer *Is LSW is well briefed and being used effectively?*	
5c	Quality of **accommodation**	
Code	**Embedding** *how are the following embedded in the class? Were there missed opportunities?*	
3f	**Equality and diversity** *does E&D reflect the 9 protected characteristics?*	
3i	**Safeguarding** health & safety and E-safety	
3p1	**English**	

Code	Evidence of Planning:	Judgement, Evidence & Impact
3p2	**Maths** *(is it in SOW/LP)?*	
3s	**Digital Technology (ICT)**: In & out of class. • *How well are digital skills used to enhance learning?* • *How well does the embedded ICT enhance learners' DS?*	
3u	**Personal, social, ethical** or **employability skills**	
3v	Fundamental **British Values**	
Code	**Safeguarding**	**Evidence & Impact**
1o	Does the tutor know who the designated person / SG lead is?	
1p	Does tutor know what to do if they have a SG concern?	
1r	Do learners know what to do if they have a SG concern? *(ask if possible)*	
1s	Do learners understand the Prevent duty? *(ask if possible)*	

Learner Voice – record all comments from learners

(Please ask learners about initial advice given and progression info received)

Context

Lesson narrative & general comments

Was the feedback from the observer to the tutor well received? – *comment by the observer*

Main Strengths of the Session

Area for Development	How could this have been done better?

Detailed action plan arising from the observation of learning and teaching

	Area for development (Completed by observer)	Criteria for success (completed by line manager)	Detailed actions to achieve success (completed by observer)	Support needed (completed by line manager)	Target date (completed by line manager)
1.					
2.					
3.					

Good practice to be shared	How	Who	Target date
(completed by observer)	*(completed by line manager)*	*(completed by line manager)*	

Agreed by line manager. Signature Date	Agreed by tutor. Signature Date
	_____ _____

ANONYMISED OTLA

Tutor name		Date		Taster? (<4GLH)	
Observer name		Course title	ESOL	Duration	1hr
Organisation	ATN	Venue	BTC Stevenage	BRAG (Blue, Green, Amber, Red) Grade:	Green

Learner Attendance		Learners live on register	8	Learners present at start	7
		Late arrivals	0	Total attending	8

Summary of Judgements	
Strengths	**Areas for development**
- Good achievement of all learning objectives by most learners - Good learner engagement - Good embedding of E&D & BV	- Planning to embed Maths skills - Planning to embed employability skills

Code	Evidence of Planning:	Judgement, Evidence & Impact
1b	**Lesson Plan or Scheme of Work (SOW)** *How good are the learning objectives?* *Is the tutor following the planned objectives?* *How good is the planning for advice and guidance (IAG)*	Advice and guidance provided at the beginning of the learning programme is effective and this is ongoing as is carried out by the tutor and the administrator. Detailed SOW identifies good planning for learners to achieve their learning goals.
Code	Outcomes for Learners:	Judgement, Evidence & Impact

Code	Evidence of Planning:	Judgement, Evidence & Impact
2a	**Learning & Learner Confidence:** • *How well do learners achieve and make progress?* • *Are Learners achieving to the best of their ability?* • *To what extent do learners have pride in their work?* • *How good is achievement of achieve "soft" outcomes*	All learners present actively participated in various classroom activities such as reading a text, discussion, writing a recipe etc. Less competent learners were adequately supported through constant praise to speak out in the group. Achievement of soft outcomes are recorded using the ILP template where various skills and learner motivation and confidence evaluated. All learners were effectively supported and stretched through graded and extended questions and activities.
2d	How well learners are developing **independent learning skills,** that they can use outside the classroom?	Good promotion of independent learning skills. Learners were encouraged to go to libraries and borrow cookery books. Tutor had brought some cookery books containing recipes and asked learners to look through for sample recipes.
2p	**Attainment:** *To what extent are learners on track to pass exams / meet learning objectives by the end of the course?*	Most learners are on track to achieve the qualification. Learner contributions in the class suggest this.
Code	Teaching:	Judgement, Evidence & Impact
3a	**Introductions** of lesson and individual activities • *How well does it cover topics & learning objective(s)?* • *How well does it cover why learners are doing this?* • *How good was the re-cap previous session/section?*	Not seen as joined the observation late. Lesson plan identifies good intro and details.
3x	**Punctuality and attendance** • *Did the class start exactly on time?* • *Is attendance and punctuality good?* • *How well is attendance and punctuality robustly recorded, challenged and followed up?*	Not seen as the observation started after the class began. Attendance for this course is very good at 88% (7 out of 8 learners). Tutor rigorously scrutinizes learner attendance and effectively deals with absenteeism. Tutor had known reasons for learner absence when questions raised about absenteeism.
3b	**Explanation and instructions**	Explanations and instructions were clear and effective. For example, tutor demonstrated frying and drew picture of a frying pan on the whiteboard. Learners did not have any difficulties to follow various tasks.

Code	Evidence of Planning:	Judgement, Evidence & Impact
3c	**Questioning** o*pen, closed, directed and reflected questions*	Questioning strategies used were impressive. Tutor used open and closed questions. There were direct and graded questions according to the abilities of the learners. However, tutor should avoid use of expressions such as "Does every one understand?"
3d1	**Verbal Feedback** given to learners *How well do learners know how to improve?*	Good verbal feedback. Constant encouragement from the tutor to ensure learners participated in classroom activities well and learning is maximised. Tutor used expressions such as "well done", "that's great", "please try again".
3d2	**Written Feedback** on ILPs, learner diaries and learner work. • *How well does it relate to learning objectives?* • *To what extent is the feedback evaluative?* • *How good are the improvements likely to be based on the feedback?*	Effective written feedback seen on learner worksheets although this is a very basic level ESOL class. They are easily understandable considering the level of the learners.
3e1	**Differentiation** *How well are the less able learners being supported?*	Good differentiation strategies implemented. Groupwork, graded questions, graded writing tasks, separate worksheets based on learner abilities, etc.
3e2	**Stretch and Challenge.** *How well are the more able learners being supported to excel?*	Stretch and challenge requires improvement. There were occasions when early finishers were not actively engaged in learning. Tutor could have encouraged peer assessment or provided with extension activities.
3g	**Summarising** key learning points	Key learning points were summarised at various stages of the lesson. This was achieved in the form of whole class feedback and error correction.
3h1	**Checks on learning in class** *How well are all learners checked against learning objectives?*	Error correction has been integral to the session. Tutor constantly checked learning and provided verbal feedback on areas for improvement. There are evidences of good written feedback on learner portfolios.

Code	Evidence of Planning:	Judgement, Evidence & Impact
3h2	**Assessment** of learning. • *How well do the objectives on the paperwork match what's being delivered?* • *Is assessment paperwork being actively used?*	Assessment of learning was in the form of reviewing ILP targets using Q&A and error correction. SMART targets were set for outcomes.
1f	**Portfolios** • *Is a record kept of learners' previous work?* • *How good is the written reflection by learners?* • *How well is work marked?*	Yes. Following on the previous course folder audit, all learners' work is available in the portfolios. Learners are provided with the copies of worksheets for their personal use.
1y	**Spelling Punctuation & Grammar** – *how well is SPAG corrected on learner work?*	There is sufficient evidence of SPAG correction. Learner errors in relation to punctuation, spelling and grammar were corrected individually and in group.
3j	**Tutor's specialist knowledge and skills** • *Comment on the quality of tutor's subject knowledge* • *Comment tutors literacy, numeracy and digital skills*	Tutor knowledge and skills are appreciated by learners. During learner feedback all learners agreed that tutor is "very helpful" and "they understand her very well".
3k	Generating **interest and enthusiasm**: *are all learners on task?*	Excellent rapport between learners and tutor. All learners agreed that the tasks are very interesting and they learn a lot. This is evident from learner portfolio checks.
3l	Use of inspiring, varied & high quality **resources**	The resources used were of good quality. However, teacher could have used more images to pre teach vocabulary. Teacher could have used a writing frame for learners to write a recipe.
3m	**Activities** • *Is the activity linked to the learning objectives?* • *How much of the lesson was spent in activities?* • *To what extent were activities challenging & varied?* • *How successful is peer working?*	All activities were linked to the learning objectives of writing a recipe, sharing recipes, writing a short text. Peer working was very successful as all learners completed the discussion activities with ease.
3o	Is lesson well **structured**?	Yes. Learners had input in the form of reading activities to help them write a recipe.
3r	**Learner support worker**/class assistant/volunteer *Is LSW is well briefed and being used effectively?*	N/A

Code	Evidence of Planning:	Judgement, Evidence & Impact
5c	Quality of **accommodation**	Good. The room has been risk assessed. No H&S issues.
Code	**Embedding** *how are the following embedded in the class? Were there missed opportunities?*	
3f	**Equality and diversity** *does E&D reflect the 9 protected characteristics?*	Good promotion of E&D. Learners discussed food items from various countries while discussing favourite food and the recipe they prefer to write. All learners from various cultures work together and are very happy about the tutor and their peers. Learner behaviour in the classroom reflects mutual respect and enjoyment of learning experience as learners were happy to share the recipes and remained patient to take turns to go through the recipe books.
3i	**Safeguarding** health & safety and E-safety	All learners agreed that they felt the classroom, teacher and course as safe. Observer asked about the safeguarding lead and deputy and learners had known the contact details of the safeguarding lead and deputy. Tutor had attended training sessions regarding safeguarding. The class room was well laid out. Learners are aware of preventing abuse or bullying.
3p1	**English**	This is ESOL course.
3p2	**Maths** *(is it in SOW/LP)?*	Some embedding of Maths seen. However, tutor missed an opportunity to expand this further when focused on the weight of ingredients.
3s	**Digital Technology (ICT)**: In & out of class. • *How well are digital skills used to enhance learning?* • *How well does the embedded ICT enhance learners' DS?*	There is evidence that learners are encouraged to use ICT as part of learning. Learners were encouraged to use their mobile phones as dictionaries or translators. They were also advised to use computer and the internet to research recipe writing skills further.
3u	**Personal, social, ethical** or **employability skills**	All learners agreed that the course has helped them to develop stronger relationship with other learners in the class. The skills developed during the course will be used in everyday situations that will help improve their community life. Some learners said: *"we are happy and now can help our children well. Can talk to their teachers confidently."*

Code	Evidence of Planning:	Judgement, Evidence & Impact
3v	Fundamental **British Values**	Embedding of British values has been good and effective. Learner contributions included the following: *"We respect food from everywhere. There are positives and negatives". "I don't hate any food"*

Code	Safeguarding	Evidence & Impact
1o	Does the tutor know who the designated person / SG lead is?	Yes. Both tutor and learners are aware of safeguarding practices. Learners responded to the observer's questions saying *"Sarjeet Singh Gill is the lead".*
1p	Does tutor know what to do if they have a SG concern?	Yes. Tutor had attended training session on SG. Learner induction pack also explains escalation process, which learners are aware of.
1r	Do learners know what to do if they have a SG concern? *(ask if possible)*	Yes Learner induction pack covers safeguarding escalation process.
1s	Do learners understand the Prevent duty? *(ask if possible)*	Yes. This was covered during learner induction.

Learner Voice – record all comments from learners
(Please ask learners about initial advice given and progression info received) Learner feedback included the following: All learners agreed that they had good rapport with the teacher who is *"helpful"* and *"kind." "Teacher is patient"…"explains very well."* *"we are happy and now can help our children well. Can talk to their teachers confidently."* *"We respect food from everywhere. There are positives and negatives". "I don't hate any food"*

Context
Topic: Recipe - Developing Speaking and listening skills, - Engage in discussions confidently - Write a recipe - Use imperatives

Lesson narrative & general comments

When the session started learners were pre taught vocabulary items for a reading activity. This was done using images, explanations, using dictionaries, etc. Teacher drew pics on the whiteboard too to explain and demonstrate some items. Learners took turns to read the text aloud and tutor corrected some errors in relation to pronunciation. T asked learners to notice the imperative form of the verbs used for recipe as well as sequencing words. Following this learners were encouraged to take part in a discussion on their favourite food and recipe. Tutors asked learners to share the favourite food and recipe. Subsequently learners were asked to write a recipe of their favourite food.

Was the feedback from the observer to the tutor well received? – *comment by the observer*

yes

Main Strengths of the Session
Good achievement of learning objectives – Almost all learners achieved the targets of engaging in a discussion about favourite food as well as writing a short recipe for their favourite food.
Good embedding of E&D and British values - Promotion of E&D has been impressive. Learners discussed food from various countries as well as English food, which helped to embed E&D. Learner behaviour in the classroom reflects mutual respect and enjoyment of learning experience as all learners respected turn taking. Learner comments also reflect this. "We are like a family". I like all our friends and teacher.

Area for Development	How could this have been done better?
Planning to embed Maths skills	More effective integration of Maths skills required as there were missed opportunities to further integrate and help develop learners' numeracy skills.
Embedding Employability	There were missed opportunities to embed employability skills. Tutor could have encouraged a discussion on the potential of working for restaurants or catering services, qualities and skills required to work in hospitality industry etc. as the main theme of the lesson was cookery.

Detailed action plan arising from the observation of learning and teaching

	Area for development (Completed by observer)	Criteria for success (completed by line manager)	Detailed actions to achieve success (completed by observer)	Support needed (completed by line manager)	Target date (completed by line manager)
3.	Embedding employability skills	Comprehensive scheme of work/ lesson plan includes integration of employability skills.	1:1 session with lead IQA to consolidate understanding of embedding of employability skills.	Lead IQA to share resources regarding embedding employability skills	10/4/2019
4.	Embedding Maths skills	Comprehensive scheme of work/ lesson plan includes integration of Maths	1:1 session with lead IQA to consolidate understanding of embedding Maths	Lead IQA to share resources regarding embedding Maths	10/4/2019

Good practice to be shared	How	Who	Target date
(completed by observer) Very good learner engagement and integration of E&D in the session.	(completed by line manager) *Peer observations*	(completed by line manager)	

Agreed by line manager. Signature	Date	Agreed by tutor. Signature	Date

OTLA Measurement Grid

To a large extent the quality of a lesson is dictated by the measure given to 2a (Learning and Learner Confidence) and 2p (Attainment). These are greatly dependant on the level of differentiation and stretch & challenge 3e1 & 3e2. The other measures should, on average, be roughly in line with those for 2a & 2p. If they are not in line the observer should seriously consider their judgements around 2a & 2p.

Code		Blue (Best practice)	Green (Good practice)	Amber (Adequate some support required)	Red (Requires immediate support)
2a	**Learning & Learner Confidence:** • *How well do learners achieve and make progress?* • *Are Learners achieving to the best of their ability?* • *To what extent do learners have pride in their work?* • *How good are learners at achieving achieve "soft" outcomes*	**All** learners demonstrate they have fully met the all objectives. At least half the learners exceed the objectives, or demonstrate that have achieved stretch objectives. Objectives must be: clear, suitable and challenging.	The majority of learners (**80%**) demonstrate they have fully met all the objectives. The remaining learners demonstrate that have achieved at least some of the objectives. Objectives must be: clear, suitable and challenging.	**All** learners demonstrate they have achieved at least some of the objectives Objectives must be: clear, suitable and challenging.	**At least one** learner makes no progress against the objectives[1] **OR** Objectives are not suitable and challenging.
2d	How well learners are developing **independent learning skills that** they can use <u>outside the classroom</u>?	The tutor has taught **all** learners the skills for independent learning and this is reflected in learner work.	The tutor has taught the majority of learners (**80%**) the skills for independent learning and this is reflected in learner work.	The tutor has attempted to develop independent learning but there is little or no evidence of impact.	No attempt to teach independent learning skills.
2p	**Attainment:** *To what extent are learners on track to pass their exams / meet their learning objectives by the end of the course?*	**All** learners are on track to meet all objectives and/or pass exams. At least half the learners are on track to exceed the objectives, or reach stretch objectives. Objectives must be: clear, suitable and challenging.	The majority of learners (**80%**) are on track to fully meet the objectives and/or pass exams. The remaining learners are on track to achieve at least some of the objectives. Objectives must be: clear, suitable and challenging.	**Over half** of learners are on track to fully meet the objectives and/or pass exams. All learners demonstrate they are on track to achieve at least some of the objectives Objectives must be: clear, suitable and challenging.	**50% or fewer** learners are on track to fully meet the objectives and/or pass exams. **OR** Objectives are not suitable and challenging

Code		Blue (Best practice)	Green (Good practice)	Amber (Adequate some support required)	Red (Requires immediate support)
3a	**Introductions** of lesson <u>and</u> <u>individual activities</u> • *How well does it cover topics & learning objective(s)?* • *How well does it cover why learners are doing this?* • *How good was the re-cap previous session/section?*	The introduction excites and motivates the learners and contains • *Topics & learning objective(s)* • *Why learners are doing this* • *Re-cap previous session* Learners are actively involved in the introduction activities	The introduction excites and motivates the learners and contains • *Topics & learning objective(s)* • *Why learners are doing this* • *Re-cap previous session*	The introduction contains • *Topics & learning objective(s)* • *Why learners are doing this* • *Re-cap previous session*	Introduction is lacking in some elements
3x	**Punctuality and attendance** • *Is attendance and punctuality good?* • *How well is attendance and punctuality robustly recorded, promoted and followed up?*	Teaching starts on time Attendance as recorded on the register is **90%+** **OR** Attendance for **all** learners in this class is significantly better than comparable classes[2] Punctuality and attendance are frequently and clearly promoted. It is clear that all late or absent learners are getting a message that attendance is expected	Teaching starts on time Attendance as recorded on the register is **85%+** **OR** Attendance for the majority **(80%)** of learners in this class is better than comparable classes Punctuality and attendance are frequently and clearly promoted. It is clear that all late or absent learners are getting a message that attendance is expected	Teaching starts on time Attendance as recorded on the register is **75%+** **OR** Attendance for the majority **(80%)** of learners in this class is in line with comparable classes Punctuality and attendance are sometimes promoted. At least half of late or absent learners are getting a message that attendance is expected	Teaching does not start on time **OR** Attendance as recorded on the register is **74%** or lower **OR** Attendance for the majority **(80%)** of learners in this class is less than with comparable classes **OR** There is little or no promotion of punctuality and attendance.
3b	**Explanation and instructions**	**All** learners undertaking an activity follow the instructions correctly with a minimum of clarification required. Learners understand the <u>reasons</u> for undertaking an activity. Tutors have multiple strategies to explain and simplify concepts so that all learners understand. Learners are particularly well motivated to perform.	**All** learners undertaking an activity follow the instructions correctly with a minimum of clarification required. Learners understand the <u>reasons</u> for undertaking an activity Tutors have multiple strategies to explain and simplify concepts so that all learners understand	**All** learners undertaking an activity follow the instructions correctly with a minimum of clarification required. Tutors have strategies to explain and simplify concepts so that most (80%) learners understand	Learners do not understand what to do without a great deal of clarification. **OR** Tutors do not adequately explain and simplify concepts.

Code		Blue (Best practice)	Green (Good practice)	Amber (Adequate some support required)	Red (Requires immediate support)
3c	**Questioning** *open, closed, directed and reflected questions*	Lesson is highly interactive Questioning is inclusive, all learners are involved. Questions are challenging and prompt learners to think. The tutor supports learners to ask questions of their peers	Lesson is highly interactive Questioning is inclusive, all learners are involved. Questions are challenging and prompt learners to think.	Questioning is inclusive, all learners are involved.	Questions not asked or questions are asked but not all learners are involved
3d1	**Verbal Feedback** given to learners *How well do learners know how to improve?*	All learners receive feedback It is clear what learners must do to improve. Feedback stretches and challenges **all** learners Feedback relates to the objectives of the lesson Feedback is evaluative. Feedback is delivered throughout the lesson Feedback is highly motivational	All learners receive feedback It is clear what learners must do to improve. Feedback stretches and challenges most learners **(80%)** Feedback relates to the objectives of the lesson Feedback is evaluative. Feedback is delivered throughout the lesson	Some learners **(50%)** receive feedback It is clear what learners must do to improve.	Less than **50%** of learners receive feedback **OR** Feedback is insufficiently clear to enable learners to improve

Code		Blue (Best practice)	Green (Good practice)	Amber (Adequate some support required)	Red (Requires immediate support)
3d2	**Written Feedback** on ILPs, learner diaries and learner work. • *How well does it relate to learning objectives?* • *To what extent is the feedback evaluative?* • *How good are the improvements likely to be based on the feedback?*	Feedback directly relates to learning objectives It is clear what learners must do to improve. Feedback stretches and challenges all learners Feedback is evaluative. Positive feedback must explain why something is good Every major piece of written work has written feedback. Every major piece of work in a learner portfolio has written feedback Learner diaries, portfolios and ILPs are completed comprehensively by the tutor and in a timely fashion Feedback is highly motivational	Feedback directly relates to learning objectives It is clear what learners must do to improve. Feedback stretches and challenges most learners **(80%)** Feedback is evaluative. Positive feedback must explain why something is good Most **(80%)** major pieces of written work has written feedback. Most **(80%)** major pieces of work in a learner portfolio have written feedback. No learner's work across the course is wholly un-commented Most **(80%)** learner diaries, portfolios and ILPs are completed comprehensively by the tutor and in a timely fashion. None are left mostly blank.	Feedback is not directly related to learning objectives It is clear what learners must do to improve. Some **(50%)** of major pieces of written work have written feedback. Some **(50%)** major pieces of work in a learner portfolio have written feedback. No learner's work across the course is wholly uncommented Some learner diaries, portfolios and ILPs are completed comprehensively by the tutor and in a timely fashion. None are left mostly blank.	Less than **50%** of learners receive feedback **OR** Feedback is insufficiently clear to enable learners to improve

Code		Blue (Best practice)	Green (Good practice)	Amber (Adequate some support required)	Red (Requires immediate support)
3e1	**Differentiation** *How well are the less able learners being supported?*	There is clear evidence that the tutor has performed a thorough initial assessment and has a detailed knowledge of learners abilities, e.g. on an group profile Activities have clearly been adapted for so all learners make the best possible progress. It is clear that the tutor has a strategy for supporting the less able learners	There is clear evidence that the tutor has performed a thorough initial assessment and has a detailed knowledge of learners' abilities, e.g. on an group profile Activities have clearly been adapted for so most (**80%**) learners make the best possible progress. Adaptions allow all learners to make some progress. It is clear that the tutor has a strategy for supporting the less able learners	There is evidence that the tutor has performed a some initial assessment and has a some knowledge of learners abilities, e.g. on an group profile Adaptions allow all learners to make some progress.	Initial assessment is lacking. OR Adaptions do not support learners to make progress.
3e2	**Stretch and Challenge.** *How well are the more able learners being supported to excel?*	There is clear evidence that the tutor has performed a thorough initial assessment and has a detailed knowledge of learners abilities, e.g. on an group profile Activities have clearly been adapted so all learners make the best possible progress. It is clear that the tutor has a strategy for supporting the more able learners	There is clear evidence that the tutor has performed a thorough initial assessment and has a detailed knowledge of learners' abilities, e.g. on an group profile Activities have clearly been adapted so most (**80%**) learners make the best possible progress. Adaptions allow all learners to make some progress. It is clear that the tutor has a strategy for supporting the more able learners	There is evidence that the tutor has performed a some initial assessment and has a some knowledge of learners abilities, e.g. on an group profile Adaptions allow all learners to make some progress.	Initial assessment is lacking. OR Adaptions do not support learners to make progress.
3g	**Summarising** key learning points	Key learning points are directly linked to the learning objectives Key learning points are emphasised throughout the lesson after each activity. Learners are actively involved in all summarising	Key learning points are directly linked to the learning objectives Key learning are emphasised throughout the lesson. After each activity. Some learner involvement in summarising	Summarising takes place but links with objectives are not as clear as they could be. Summarising only takes place after some activities	No summarising OR Summery is delayed until the end of the lesson

Code		Blue (Best practice)	Green (Good practice)	Amber (Adequate some support required)	Red (Requires immediate support)
3h1	**Checks on learning in class** *How well are all learners checked against learning objectives?*	**All** learning objectives are checked for **all** learners. Checks empower learners and include peer and self-assessment.	**All** learning objectives are checked for **all** learners.	**Some** learning objectives are checked for **all** learners. **OR** **All** learning objectives are checked for **some** learners.	Checks are missing or ineffective, the standard is not good enough to meet requires improvement.
3h2	**Assessment** of learning. • *How well do the objectives on the paperwork match what's being delivered?* • *Is assessment paperwork being actively used?*	Learning objectives are clear to tutor, learners and observer. Objectives are measurable. Objectives across paperwork (ILP, SOW, LP etc.) match those shared with learners during the lesson. Documents (e.g. ILP) used for assessment of learning must be completed comprehensively and in a timely manner There is evidence that documents are regularly being used by learners in the lesson Learners strongly value their assessment documents.	Learning objectives are clear to tutor, learners and observer. Objectives are measurable. Objectives across paperwork (ILP, SOW, LP etc.) match those shared with learners during the lesson Documents (e.g. ILP) used for assessment of learning must be completed comprehensively and in a timely manner There is evidence that documents are regularly being used by learners in the lesson	Learning objectives are clear to tutor, learners and observer. Objectives are measurable Objectives across paperwork (ILP SOW LP etc.) sometimes match those shared with learners during the lesson Documents (e.g. ILP) used for assessment of learning must is mostly completed. There is evidence that documents are sometimes being used by learners in the lesson	Learning objectives are not clear and/or measurable. There is no link between objectives on paper work and those shared with the learners in the lesson. Documents (e.g. ILP) used for assessment of learning mare mostly not completed Documents are rarely or never used in the lesson

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1f	**Portfolios** • *Is a record kept of learners' previous work?* • *How good is the written reflection by learners?* • *How well is work marked?*	All learners have their portfolio with them, which is complete with previous work. The work within clearly links to the learning objectives. The portfolio contains written reflection by the learner and feedback from the tutor. The reflection is judgemental and refers to learning objectives Portfolios are tidy and inspiring; learners clearly take pride in their portfolios.	All learners have their portfolio with them, which is complete with previous work. The work within clearly links to the learning objectives The portfolio contains written reflection by the learner and feedback from the tutor. Portfolios are tidy	Portfolios exist but not all work is contained within Portfolios are untidy and disorganised There is some feedback and reflection	Portfolios do not exist or they exist but there is no tutor feedback or learner reflection
1y	**SPAG** – *how well is SPAG corrected on learner work? How well the does tutor model best practice?*	SPAG is corrected appropriately on **all** major pieces of learners' written work in portfolios taking into account competence and confidence of learners. Tutor gently corrects egregious errors in spoken grammar Tutor's written and spoken language is **99%** free of SPAG errors Witten materials are **99%** free of SPAG errors	SPAG is corrected appropriately on **80%** learners' major pieces of written work in portfolios taking into account competence and confidence of learners. Tutor gently corrects egregious errors in spoken grammar Tutor's written and spoken language is **95%** free of SPAG errors Witten materials are **95%** free of SPAG errors	SPAG is corrected appropriately on **50%** learners' major pieces of written work in portfolios taking into account competence and confidence of learners. Tutor gently corrects egregious errors in spoken grammar Tutor's written and spoken language is **90%** free of SPAG errors Witten materials are **90%** free of SPAG errors	SPAG is corrected on less than 50% of learners' major pieces of written work. **OR** SPAG correction of written work is excessive and likely to undermine learners' confidence. **OR** Tutor makes no effort to correct the worst spoken grammar errors **OR** There are many SPAG errors when the tutor is speaking or writing. **OR** Written materials have a large number of SPAG errors

Code		Blue (Best practice)	Green (Good practice)	Amber (Adequate some support required)	Red (Requires immediate support)
3j	Tutor's specialist **knowledge and skills** • *Comment on the quality of tutor's subject knowledge* • *Comment tutors literacy, numeracy and digital skills*	Very knowledgeable and up to date in subject and experience Tutor's explanations draw from their own experience which motivates and inspires learners. Tutor does not make any errors in English, maths or ICT.	Very knowledgeable and up to date in subject and experience. Tutor does not make any errors in English, maths or ICT. .	Knowledgeable but some updating required Tutor does not make many errors in English, maths or ICT.	Tutor displays inadequate grasp of at least one aspect of the curriculum. (i.e. their explanations do not make sense) Tutor has a significant gap in their knowledge of English, maths or ICT.
3k	Generating **interest and enthusiasm**: *are all learners on task?*	All learners are actively and enthusiastically, engaged for the large majority of the lesson The large majority of learners are inspired to work independently The lesson has a "buzz"	All learners are actively engaged for the large majority of the lesson The lesson has a "buzz"	All learners are "on task" for the large majority of the lesson, however they are doing just what needs to be done and nothing more.	A least one learner is off task for a portion of the lesson or some learners are clearly bored.
3l	Use of inspiring, varied & high quality **resources**	Resources are varied in both type and presentation, and capture the interest of the learners. Learners are inspired to use the resources outside the classroom Resources clearly support learning	Resources are varied in both type and presentation, and capture the interest of the learners. Resources clearly support learning	Resources are mostly uninspiring black and white worksheets	Required resources are not in place or arrive late to the lesson

Code		Blue (Best practice)	Green (Good practice)	Amber (Adequate some support required)	Red (Requires immediate support)
3m	**Activities** • *Is the activity linked to the learning objectives?* • *How much of the lesson was spent in activities?* • *To what extent were activities challenging & varied?* • *How successful is peer working?*	Activities are relevant to learning objectives. A minimum of two thirds of the lesson time is spent by learners participating in activities. A large amount of the activities include peer working and peer discussion. The activities are created and run by the learners. Learners are inspired to use the activities outside the classroom. Activities are varied.	Activities are relevant to learning objectives. A minimum of two thirds of the lesson time is spent by learners participating in activities A large amount of the activities include peer working and peer discussion. Activities are varied.	Activities are not directly relevant to learning objectives. A minimum of two thirds of the lesson time is spent by learners participating in activities However there is a lack of peer working and/or activities are not varied	Activities are unrelated to learning objectives. Less than two thirds of the lesson is spent in activities.
3o	Is lesson well **structured**?	It is clear where the subsections of the lesson start and end. Each subsection starts with an introduction clearly stating what's going to be learned in the subsection. Most subsections finish with a summary and a learning check. Subsections follow each other in a logical progression. Subsections are clearly linked to overall objectives. The tutor manages learner-inspired changes in lesson structure seamlessly.	It is clear where the subsections of the lesson start and end. Each subsection starts with an introduction clearly stating what's going to be learned in the subsection. Most subsections finish with a summary and a learning check. Subsections follow each other in a logical progression. Subsections are clearly linked to overall objectives.	It is clear where the subsections of the lesson start and end. However use of introductions and summaries is inconsistent **OR** It is unclear how some subsections link to the overall objectives	It is unclear where subsections start and finish

Code		Blue (Best practice)	Green (Good practice)	Amber (Adequate some support required)	Red (Requires immediate support)
3r	**Learner support worker** class assistant/volunteer *Is LSW is well briefed and being used effectively?*	LSW has been well briefed and is clearly beneficial to the learners' progress. LSW is actively supporting learners for most of the lesson. LSW's knowledge and skills are at an appropriate level Tutor is clearly in control of LSW LSW is proactive in supporting learners' needs, the lesson appears to be "team taught"	LSW has been well briefed and is clearly beneficial to the learners' progress. LSW is actively supporting learners for most of the lesson. LSW's knowledge and skills are at an appropriate level Tutor is clearly in control of LSW	LSW is beneficial to learners' progress but not as much as they could be and is not well briefed. Sometimes the LSW does the work for the learner LSW's knowledge and skills are at an appropriate level LSW is actively supporting for most of the lesson.	LSW is not greatly benefiting the learners LSW sometimes undermines the tutor LSW is often not working
5c	Quality of **accommodation**	The room makes the learners feel special and valued The room is fit for purpose and in no way impedes the delivery training. Room is clean, quiet and tidy	The room is fit for purpose and in no way impedes the delivery training. Room is clean, quiet and tidy	The room is fit for purpose and in no way impedes the delivery training. However, accommodation is cramped. Room is clean, quiet and tidy	Room is uncomfortable or poorly laid out. Room is not clean, quiet and tidy

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Code	Embedding: *How are the following embedded in the class? Were there missed opportunities?*				
3f	**Equality and diversity** *does E&D reflect the 9 protected characteristics?*	Discriminatory behaviour is challenged and the challenge has an impact. Positive promotion of equality and diversity is comprehensive and challenging. The course materials across the course have been planned to address most of the protected characteristics. Learners are actively engaged in discussing equality and diversity issues. Spontaneous opportunities to discuss E&D are responded to effectively. Group profiles reflect diversity and evidence that it has been linked to planning of T&L.	Discriminatory behaviour is challenged and the challenge has an impact. Positive promotion of equality and diversity is comprehensive. The course materials across the course have been planned to address most of the protected characteristics. Spontaneous opportunities to discuss E&D are responded to effectively.	At least some challenge to discriminatory behaviour. What challenge there is has some impact. No or limited positive promotion of equality and diversity. . Dealing with negative behaviour is limited.	Tutor participates in discriminatory behaviour **OR** There is no challenge to discriminatory behaviour
3i	**Safeguarding** health & safety and E-safety	Safeguarding, Esafety and H&S are regularly, but unobtrusively, referred to across the entire lesson. Learners take responsibility for H&S. Learners are safe, including online.	Safeguarding, H&S and Esafety are strongly mentioned in the lesson. Learners are safe, including online.	Safeguarding, Esafety and H&S are not strongly reinforced Learners are safe, including online.	Learners are not safe.

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3p1	**English**	**All** learners demonstrate they have learned some new English The lesson has challenging and explicit English objectives There are appropriate learning checks.	The majority of learners **(80%)** learned some new English or have improved an existing skill There are appropriate learning checks.	Some learners **(50%)** learned some new English or have improved an existing skill There are appropriate learning checks	Less than half the class learned some new English skills or have improved an existing skill and/or there are no appropriate learning checks.
3p2	**Maths**	**All** learners demonstrate they have learned some new Maths. The lesson has challenging and explicit maths objectives There are appropriate learning checks. Maths examples have the correct answers. Tutors correct the **all** of learners' mathematical errors	The majority of learners **(80%)** learned some new Maths skills or have improved an existing skill There are appropriate learning checks. Maths examples have the correct answers. Tutors correct the most **(80%)** of learners' mathematical errors	Some learners **(50%)** learned some Maths skills or have improved an existing skill There are appropriate learning checks Nearly all maths examples have the correct answers. Tutors correct some **(50%)** mathematical errors	Less than half the class learned some new Maths skills or have improved an existing skill and/or there are no appropriate learning checks. **OR** Maths answers have numerous errors **OR** No attempt is made to correct learners' mathematical errors
3s	**Digital Technology (ICT):** In & out of class. • *How well are digital skills used to enhance learning?* • *How well does the embedded ICT enhance learners' digital skills?*	ICT is embedded throughout the class with activities that enhance learning. The activities improve most learners' ICT skills. Activities work well and delivery is without technical glitches. There is evidence that most learners have made use of ICT for learning between classes.	The lesson includes at least one significant activity that uses ICT to enhance learning. The activity works well and delivery is without technical glitches. There is evidence that most learners have made use of ICT for learning between classes.	The lesson includes at least one significant activity that uses ICT to enhance learning. However delivery is not smooth Few learners use ICT between classes	No ICT used, or ICT is only used as a presentation tool

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3u	**Personal, social, ethical** or **employability skills**	Learners are inspired to progress and improve after the course. If required learners are taught behaviours and interpersonal skills that are appropriate for the workplace or other professional setting. Behaviour inappropriate to the professional environment is successfully challenged There are relevant links to the workplace and employability, and opportunities to embed are taken	If required learners are taught behaviours and interpersonal skills that are appropriate for the workplace or other professional setting. Behaviour inappropriate to the professional environment is successfully challenged There are relevant links to the workplace and employability, and opportunities to embed are taken	Behaviour inappropriate to the professional environment is successfully challenged There are few links to the workplace and employability and opportunities to embed are missed	Behaviour inappropriate to the professional environment not successfully challenged
3v	Fundamental **British Values**	Tutors take the opportunity to explicitly discuss British Values in the class Tutors structure introductions, ground rules and discussions in such a way as to exemplify: respect, democracy, tolerance and freedom of speech Where required tutors teach how to conduct discussion and debates in line with FBV	Tutors structure introductions, ground rules and discussions in such a way as to exemplify: respect, democracy, tolerance and freedom of speech Where required tutors teach how to conduct discussions and debates in line with FBV	Discussions do not always exemplify respect, democracy, tolerance and freedom of speech. The tutor does not always challenge inappropriate behaviours.	Discussions are frequently dominated by a handful of student who impose their views on others

Review date: 01/04/2022
Next review date: 01/04/2023
Reviewed by S Singh Gill = Managing Director