Observation of Teaching, Learning and Assessment Protocols

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Introduction

The observation of lessons is an essential element of the Parenta Training Quality Assurance Strategy. The protocols identify the approach used to conduct lesson observations, an integral part of effective quality assurance and quality improvement in context with delivering Parenta's teaching, learning and assessment targets and minimum levels of performance.

The lesson observation process includes risk rated observations of all colleagues who deliver teaching sessions and are involved in any learning related inputs.

Within this protocol all of these learning facilitators will be referred to as colleagues. Learning events observed will include: teaching, facilitating learning and the observation of learners in the workplace.

The aim of the observation process is to improve teaching, learning and assessment practices and to contribute to improving learner experience, learner development, progress and achievement rates. This will be achieved by identifying areas of good practice and sharing these across the delivery team and also by challenging colleagues to identify and address areas for improvement with relevant support, guidance and professional development. This supportive and developmental approach will provide unbiased, constructive feedback that will be used to enhance the continuous professional development of colleagues.

This document is intended to inform all colleagues and stakeholders of the strategy underpinning the observation process. All judgements will be based on easy to understand low to high risk outcomes. Parenta will refer to lesson observations as 'OTLA or Lesson Observations' and this will be evident throughout the protocols.

This protocol is designed to further improve the quality of teaching, learning and assessment by ensuring that the observation process is evaluative, accurate and supportive of colleagues, assisting them to develop and enhance their teaching and assessment practices.

Aims of OTLA

The aims of OTLA are:

- To enhance the impact of teaching, learning and assessment throughout the provision.
- To support colleagues to enhance and improve the quality of teaching, learning and assessment.
- To provide opportunities for colleagues to consider and address issues of teaching practice following learning delivery.
- To provide diagnostic information for the Self-Assessment Review and contribute to the Quality Improvement Plan.
- To support colleagues by assisting in the identification and achievement of colleagues development needs.
- To provide a sound foundation and strategy on which to base judgements following observations of teaching, learning and assessment.

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Responsibilities of Colleagues

- To read and understand the Teaching, Learning and Assessment Observation Protocols.
- To pro-actively address development requirements following lesson observations considering the values of Remarkable at Parenta.

The OTLA Process

The Quality Team will conduct formal lessons observations throughout the year with every Tutor Assessor receiving at least 2 formal learning observations. The lesson observations will establish the quality of planning and delivery of teaching sessions in order to evaluate learners' learning and progress over the duration of their apprenticeship. The duration of these lesson observations will range from 20 minutes for Drop In observations to 1.5 hours for a Full observation to ensure a full and robust judgement can be made. Individual members of colleagues will be given 2 days' notice of which session is to be observed for the purpose of notifying settings/learners that an observation will be taking place. Tutor Assessors are to make their calendars available for all observation colleagues so that sessions for OTLA can be selected.

The objectives of the lesson observations are to:

- Identify areas of good practice and share this across teams.
- Support and develop colleagues in improving their practice and address any areas for improvement identified.
- Ensure that feedback is timely, supportive and appropriate to aid development and address areas for improvement.

These objectives are driven by the aim to:

- Ensure a remarkable experience for our learners that supports their development and progress.

This will ensure that the learning observation process adds value and contributes to the continuous improvement of teaching, learning, and assessment. Newly appointed colleagues will not be included in the formal observation process for the first six weeks of employment.

Colleagues undertaking a teaching qualification (AET) will be included in the formal process, but will only have one formal lesson observation conducted during their first year alongside a developmental observation completed by their teacher training tutor and a peer observed micro-teach as part of their teacher training programme. The formal observation will not take place until they are in the final 6 weeks of their teacher training.

All lesson observations will result in the completion of an OTLA report that will be shared with the Tutor Assessor and the RTM so that actions and feedback can be addressed and monitored and that where relevant good practice can be shared within delivery teams.

Refer to Guidance for Tutor Assessors and Guidance for Observers (Appendix 4)

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Cancellation of OTLA sessions

It is recognised that there are occasions where a planned OTLA may need to be cancelled on the grounds of learner absence through illness or staffing constraints within a setting that place ratio at risk. Where this is the case the following actions will apply:

- For a first cancellation of OTLA the Tutor Assessor is to notify the planned observer as soon as possible on the day of the observation (or before where an observation is cancelled ahead of the planned day) giving clear reasons for the cancellation. The reason for the cancellation will be logged by the Observer. An alternative session for the same day should be offered by the Tutor Assessor to the Observer. Where possible the observation will go ahead in this alternative session. Where not possible the Observer will look again at the Tutor Assessor's calendar and select an alternative date within a 1 week period based on the Observer's availability. The Tutor Assessor will again receive 2 days short notice of the re-planned OTLA.
- Where an tutor calendar is not available for reference then the Tutor Assessor must provide details (on the day of the cancellation) of the next planned sessions for T&L taking place within 1 week so that the observer can select from those options. If the Tutor Assessor is unable to provide this list as a result of no sessions being planned in at that time then the OTLA outcome for the period will be logged as High Risk 'No Planning for Learning' until the list of planned sessions is provided. The risk status will be updated once an observation takes place in the period, however, the log for 'No Planning for Learning' will remain on the observation record for the Tutor Assessor for the previous event.
- A second cancellation of an OTLA will result in an automatic High Risk Learning judgement being entered against the Tutor Assessor's record of OTLA, unless there are extenuating circumstances. An alternative session for the same day should be offered by the Tutor Assessor to the Observer. Where possible the observation will go ahead in this alternative session. Where not possible the Observer will look again at the Tutor Assessors' calendar and select an alternative date within a 1 week period based on the Observer's availability. The Tutor Assessor will again receive 2 days short notice of the re-planned OTLA.
- Where an tutor calendar is not available for reference then the Tutor Assessor must provide details (on the day of the cancellation) of the next planned sessions for T&L taking place within 1 week so that the observer can select from those options. If the Tutor Assessor is unable to provide this list as a result of no sessions being planned in at that time then the OTLA outcome for the period will be logged as High Risk 'No Planning for Learning' until the list of planned sessions is provided. The risk status will be updated once an observation takes place in the period, however, the log for 'No Planning for Learning' will remain on the observation record for the Tutor Assessor for the previous event.
- A third cancellation will result in a High Risk judgement and a notification of the persistent cancellation and the risk judgement outcome being sent to the relevant RTM. At this stage the RTM will be required to implement the Persistent Cancellation protocol.

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Persistent Cancellation Protocol

As part of the Quality Assurance process and to ensure monitoring of effective practice in teaching, learning and assessment it is expected that Tutor Assessors make every effort to ensure that observation of sessions is accessible. It is recognised that a cancellation may occur and in the first instance an opportunity to re-arrange will be possible. A third cancellation of OTLA will result in the Tutor Assessor automatically being graded High Risk and the Persistent Cancellation Protocol being implemented. The following action will then be required:

PERSISTENT CANCELLATION PROTOCOL	
HIGH RISK	All session plans for all booked visits to be submitted to the IQA for review for a 2 week period. Session plans for all visits for the week are to be submitted on the Monday morning. The IQA will notify the RTM how many session plans have been received for a given Tutor Assessor along with the learner name and dates for each planned session. The RTM will be accountable for ensuring that Tutor Assessors are adequately planning for teaching and learning sessions. The RTM will monitor the number of planned vs actual sessions taking place during this 2 week period to ensure that cancellation of sessions is not a persistent issue for a given Tutor Assessor and to identify if there is a specific issue with a particular learner or setting. Where an issue is identified with persistent cancellations by the same setting or learner, the RTM will make contact with either the learner or the setting manager to reiterate the expectations of training delivery and set expectations for sessions moving forward. The RTM will complete the PCP monitoring form (appendix 2) and submit this to the IQA at the end of the 2 week period. This document will then be logged and stored in the central tracking system. An OTLA will be conducted within 5 working days of the cancellation. This will be completed either by the planned Observer or by the Quality Manager where the planned observer is unavailable. Further cancellation of OTLA will result in referral to the Head of Training Delivery for a formal discussion and the Tutor Assessor will remain High Risk and expected to meet the conditions of the Persistent Cancellation Protocol until such time that an observation is completed.

Moderation

As part of the Quality Assurance process and to ensure there is a consistent approach taken during the observation process, moderation activities will be undertaken to assure that:

- Recorded evidence on the observation form supports the evaluation and risk rating for the session.
- Evaluation / risk rating of sessions by individual Observers is consistent across the provision.

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Consistency in respect of the risk rating of teaching sessions will also be addressed by the completion of selected joint learning observations undertaken between the Observer (IQA) and either:

- The Quality Manager
- The Head of Quality and Curriculum
- The Regional Training Manager
- The Head of Training Delivery

The Quality Team will be responsible for ensuring that a stratified sample of lesson observations of different risk outcomes are moderated on a quarterly basis. Following moderation by the Quality Team, feedback will be presented to RTMs and the Head of Training Delivery.

A stratified sample means taking the overall population (all of those observed) and dividing this into smaller sub groups (in this case Low, Medium and High Risk) and then conducting a proportionate sample from each of those sub groups. This sampling strategy ensures that members from each sub group are included in the analysis.

Cross regional internal moderation of OTLA will be conducted on a quarterly basis. Outcomes of the moderation sampling will be reported back to the RTMs and Head of Training Delivery.

Focus of Observations

Observations of teaching, learning and assessment will focus on:

Planning of Sessions

- Effective curriculum planning that meets the needs of individual learners and employers.
- Effective lesson planning that is focused on learning and coherently planned for sequential development of knowledge, skills or behaviour.
- Effective use of information in relation to the learners' starting points. (For example, initial assessment results, prior experience and qualifications on entry used to inform teaching and learning strategies).
- The match between learning resources (including ILT) and the teaching, learning, and assessment activities planned.
- Planning for health and safety where appropriate.
- The identification of the level(s) of challenge planned for individual learners and the use of differentiated teaching, learning and assessment activities.
- Planned teaching, learning and assessment activities which focus on the development of learners' employability skills, equality and diversity and English, mathematics and ICT.
- The involvement of specialist support tutors, where necessary, in the planning of sessions for learners with identified support needs to ensure that support for learners is effective and enables them to progress with other learners in the cohort.

Implementation

- Sessions are being attended by learners and they start on time and run for the planned duration.
- The introduction to the session having clear aims and objectives/key questions which are shared with the learner. Recapping takes place linking back to previous sessions when appropriate and makes connections with previous learning to determine longer term knowledge acquisition.
- Strategies and tasks being employed to engage learners at the start and throughout the session.

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- The pace and depth of learning being well considered in planning and delivery and takes into account individual learner needs and support and stretches learners as appropriate.
- Effective feedback being accurate and personalised to the learner and focusses on taking opportunities that allows them to explore and critique their own answers.
- The use and depth of questioning in developing high order thinking skills and learner involvement which allows them to develop the breadth of their knowledge and skills.
- Learning and assessment activities that are effective in developing the learners' employability skills.
- Development of learners' understanding of Equality and Diversity issues and British Values.
- Regular assessment of learning throughout the session.
- Understanding of individual learners' progress relative to their starting point and their ability through planning and delivery.
- Promotion of independent learning outside of the session and how this is actively encouraged through effective use of target setting for independent learning.
- Appropriately stretching and challenging teaching, learning and assessment activities.

Risk Judgements

Each judgement will be assessed on a three point scale of Low, Medium and High risk. The risk rating will be based upon the following judgements:

LOW RISK: The learner is developing a good level of new skills and knowledge and is making good progress overall
MEDIUM RISK: The learner is developing some new skills and knowledge and is making reasonable progress overall
HIGH RISK: The learner is not developing new skills and knowledge and is not making sufficient progress overall

The judgements are made up of 2 elements. A Progress Judgement and a Learning Judgement. The Progress Judgement is a limiting grade. If the judgement for progress is High Risk then the Overall Judgement grade can only be Medium or High Risk.

Overall Judgement grades are determined as follow:

- Low Risk Progress / Low Risk Learning = Low Risk Overall
- Low Risk Progress / Medium Risk Learning = Medium Risk Overall
- Low Risk Progress / High Risk Learning = High Risk Overall

- Medium Risk Progress / Low Risk Learning = Low Risk Overall
- Medium Risk Progress / Medium Risk Learning = Medium Risk Overall
- Medium Risk Progress / High Risk Learning = High Risk Overall

- High Risk Progress / Low Risk Learning = High Risk Overall
- High Risk Progress / Medium Risk Learning = High Risk Overall
- High Risk Progress / High Risk Learning = High Risk Overall

Colleagues will receive verbal feedback, normally within 48 hours of being observed giving them the opportunity to ask questions and discuss the feedback. This will be followed up by written feedback within 5 working days. All lesson observations outcomes should be logged by the IQA on the Quality Tracker no later than one week after the observation.

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If there are elements of outstanding practice identified within observations, in the spirit of continual improvement this may be shared across the delivery teams and through standardisation meetings. Colleagues may also be asked to be involved in some specific project work that focusses on creating a remarkable learner experience and high levels of learner success.

Following Observation

Observers are responsible for arranging a feedback session with the Tutor Assessor following all observations, normally within 48 hours.

Observers are responsible for logging the outcome on the Quality Tracker and for submitting a copy to the Tutor Assessor and the RTM.

The Quality Manager (in conjunction with the Head of Quality & Curriculum) is responsible for planning moderation of OTLA on a quarterly basis.

Regional Training Managers are responsible for ensuring that following a low risk overall outcome judgement that good practice is shared within their teams and where relevant with other regional teams. Regional Training Managers are responsible for ensuring that following a Medium or High risk overall outcome judgement, that action plans for the Tutor Assessor are addressed and monitored through the 1:1 process prior to re-observation. Post Observation requirements (detailed below) should be referred to by the RTM.

Joint Learning Observations

In addition to standard observation practice, Observers will conduct a series of Joint Learning Observations in order to moderate our own internal practice as an observation team.

Post Observation Actions

In addition, dependent upon the overall risk rating of a Learning Observation, the following conditions will apply:

LOW RISK: Overall risk rating **Low**

The learner is developing a good level of new skills and knowledge and is making good progress overall working at or above expectations. There are no significant areas of weakness affecting the learner's progress, development and achievement. No further action is necessary in respect of learner attendance.

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LOW RISK TLA		
Stage 1	⬇	Low Judgement Outcome: Where a Tutor Assessor receives a Low Risk judgement outcome for their first (1.5 hour) OTLA in a 12 month period, the second OTLA required will be reduced to 45 minutes. If a concern is identified in the 45 minute observation then the duration may be extended at the discretion of the Observer. Is the second OTLA is a Low Risk judgement then the Drop In category may be applied. Where good practice has been identified both the IQA and RTM should explore ways to share this across delivery teams.

Drop In Observation Category:

Should the Tutor Assessor maintain a low risk judgement outcome in a second observation then the Tutor Assessor will be re-categorised to Drop In observation for the next 2 annual observation windows. The Drop In observation category is a light touch observation of practice for a duration of 20 minutes.

A Drop In category can be applied for 2 x Observation cycles. Thereafter a Short observation category is applied of 45 minutes. If concerns are identified in the Drop In observation then the next observation should be a Short observation. If the outcome of the Short observation remains a Low Risk category then the Drop In category can be applied again for the following 2 cycles. If this is not a Low Risk then the observation reverts to a Full observation.

Example: (based on 2 x annual observation cycle)

1. Dec 2019	Low Risk	2. June 2020	Low Risk
3. Dec 2020	Low Risk		
If no concerns then next observation will be a second Drop In		4. June 2021	Drop In
If concerns raised the next observation will be a Short Obs		4. June 2021	Short Obs
If Short observation outcome is Low Risk then		If Short observation is not Low Risk then	
5. June 2022	Drop In	5. June 2022	Full Obs

No more than 2 x Drop In sessions should be conducted consecutively in any given monitoring period. After 2 x Drop In OTLA a Short Observation will be required in all cases.

Example: (based on 2 x annual observation cycle)

1. Dec 2019	Low Risk	2. June 2020	Low Risk
3. Dec 2020	Drop In	4. June 2021	Drop In
5. June 2022	Short Obs	6. Drop In or Full based on outcome of 5	

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MEDIUM RISK: Overall risk rating **Medium**

The RTM will support the Tutor Assessor through the development period and make arrangements for any relevant CPD or support interventions from IQAs, Specialist Skills Tutors or Teaching and Learning Champions.

The areas for improvement will be identified through an action plan which will be written on the observation report and reviewed by the RTM at 1:1 meetings throughout the development period.

The Tutor Assessor will be re-observed in the second observation round and in the event of no significant improvement being made during the development period there will be a further development period applied.

MEDIUM RISK TLA (Development Period)		
Stage 1	⬇	Development Plan RTM to monitor development actions identified in the OTLA action plan Re-observation – Second Round
Stage 2	⬇	Re-Observation Second Round: Low Overall Risk – End of process Medium or High Overall Risk - Development Plan Phase 2 RTM to monitor development actions identified in the OTLA action plan Re-observation as priority in Round 1 of following observation period
Stage 3		Re-Observation – Round 1 (next cycle): Low Overall Risk – End of process Re-Observation: Medium or High Risk - RTM to conduct Formal Review Meeting and begin Performance Improvement Plan Re-observation in Round 2 - If another High or Medium Risk judgement at this point referral to the HOTD is required

Development periods will only begin after the Tutor Assessor has received their feedback and have been sent notification of the result of their observation and confirmation of the start date of their development period. Tutor Assessors will be subject to priority lesson observations at specified incremental periods unless they receive a low risk outcome. Following such an outcome they will return back to the standard observation schedule and the development and monitoring period will end.

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HIGH RISK: Overall risk rating **High**

The RTM will support the Tutor Assessor through the development period and make arrangements for any relevant CPD or support interventions from IQAs, Specialist Skills Tutors or Teaching and Learning Champions.

The areas for improvement will be identified through an action plan which will be written on the observation report and reviewed by the RTM at 1:1 meetings throughout the development period.

The Tutor Assessor will be re-observed at the specified periodical stages. In the event of no significant improvement being made during the development period there will be a further development period.

HIGH RISK TLA (Development Period)		
Stage 1	⬇	Development Plan RTM to monitor development actions identified in the OTLA action plan Re-observation – Priority observation for Second Round
Stage 2	⬇	Re-Observation Second Round - Priority: Low Overall Risk – End of process Medium or High Overall Risk - Development Plan Phase 2 RTM to monitor development actions identified in the OTLA action plan Re-observation as Priority in Round 1 of following observation period
Stage 3		Re-Observation – Round 1 (next cycle) Priority: Low Overall Risk – End of process Re-Observation: Medium or High Risk - RTM to conduct Formal Review Meeting and begin Performance Improvement Plan (if Medium risk RTM to judge is sufficient progress has been demonstrated against action to avoid PIP) Re-observation as Priority Round 2 - If another High Risk judgement at this point referral to the HOTD is required

Development periods will only begin after the Tutor Assessor has received their feedback and has been sent notification of the result of their observation and confirmation of the start date of their development period.

Tutor Assessors will be subject to priority lesson observations at specified incremental periods unless they receive a low risk outcome. Following such an outcome they will return back to the standard observation schedule.

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End of the observation year

If as a result of receiving a high overall risk rating a Tutor Assessor is subject to a development period following the end of the observation year their development will continue in the next year.

Tutor Assessors should continue to develop their teaching practice by working with their line manager throughout the year to undertake professional development that supports their TLA practice.

Appeals

Appeals against a judgement in an observation report should be made by email within 14 days of receipt of the observation report and confirmation of the start of a development period. Appeals should be sent to the Head of Quality and Curriculum.

Appeals will be considered by the Head of Quality and Curriculum.

Timeline:

Appeal acknowledged: 48 hours

Appeal reviewed: within 5 working days

Appeal outcome shared: within 7 working days

General Risk Strategy

Teaching Learning and Assessment	
HIGH MEDIUM	LOW
Requires development with an action plan leading to improvement	Meets Parenta expectations

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Formal Review Meetings following continued Medium or High Risk Judgements

Formal review meetings provide an opportunity for: observations conducted; support offered during development periods and progress to be analysed.

<u>Formal Review Meetings</u>

The possible outcomes following a Formal Review Meeting with an RTM are:

- Sufficient improvement achieved or demonstrable attempts at improvement evidenced through re-observation – Tutor Assessor informed that there is satisfactory improvement and this should be confirmed in writing with the Tutor Assessor and a copy put on their personal file. The Quality Department should be notified.
- Insufficient or no improvement as evidence through re-observation - if there is no further reasonable action that could be taken to improve the Tutor Assessor's performance, they should be informed that performance has not improved and that the matter will be referred to a Senior Manager, and a formal meeting will be convened.

Appendices

Appendix 1   Action Plan Support Record

Appendix 2   Persistent Cancellation Protocol

Appendix 3   Guidance for Observees

Appendix 4   Guidance for Observers

Appendix 5   Judgement Criteria Guidance for Observers (Education Inspection Framework)

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Appendix 1: Action Plan Support Record (to be completed when delivering support based on OTLA actions)

Tutor Assessor being Supported	
Areas to be addressed from Action Plan:	
Details of activity undertaken to date and with whom (IQA, RTM, Team, Online learning, network event, meeting etc)	
Key Areas Developed:	
Evidence/Comments on progress with areas for development:	
Next Steps	
Signatures on completion of Support Period:	
Tutor Assessor Supported	
RTM: I confirm that I am satisfied that development has been completed/ undertaken to a standard that improves practice	

Copy sent to IQA	Date	

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Appendix 2: Persistent Cancellation Protocol Monitoring Record (to be completed by the RTM and returned to the IQA at the end of the 2 week monitoring period)

Tutor Assessor being Supported		
RTM		
Review Period:	From:	To:
Session Plans Received	Yes No	
Planned vs Actual sessions reviewed	Yes No	
Number of Planned Sessions		
Number of Actual Sessions		

If a difference between planned and actual, please give reasons:

Reasons for cancellation of sessions (if the same as reasons for difference between planned and actual please state as above)		
Is the persistent cancellation as a result of a particular setting or learner?	Y N	
	Learner or Setting Manager Contacted	Y N

Any further notes or information:

Actions required following meeting:

Action	By Whom	By When

Signatures		
Tutor Assessor:		
RTM:		
Copy sent to IQA (copy to be stored on central tracking system by IQA)	Date	

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Appendix 3: Guidance for Observee (Tutor Assessors)

The Observation

- Advise your learners of the purpose of the observation and ensure they understand the focus is not on them.
- Establish arrangements for learners' feedback during the OTLA as appropriate.
- During the session, the Observer should remain as unobtrusive as possible and should not interfere with your session unless there is a Health and Safety risk.

Feedback

- Listen carefully to feedback – it is easy to become defensive when you feel that you are being criticised, and you may miss the point that is being communicated.
- Actively participate in feedback. This will ensure the Observer gains a better understanding of what was observed and the final judgement will be more accurate.
- If you disagree with any of the findings explain why – don't wait until after the feedback session to raise an objection. Remember that you have the right to appeal.
- The judgement grade for the observation will be based on the strengths, good practices and areas for improvement identified during the session and on the learner's overall progress. It cannot be based on prior knowledge of the Observee or activities outside of the observed session. Stratified sampling of OTLA reports will be carried out by the Quality Manager and the Head of Quality and Curriculum periodically to ensure fair and consistent practice in grading of OTLA judgements.
- You do not have to agree with the judgement given. If you disagree, this will be noted on the Observation Record with details of the reason why.
- The Observer should agree an action plan with you to develop areas for improvement and build on strengths and good practice. This will be shared with the RTM who will support you/or arrange support for you during the development period.

Right to Appeal

If you disagree with the feedback and/or the observation grading, please inform your Observer at the time so that there is an opportunity to discuss these decisions and ideally resolve the situation informally. The Observer will listen to your point of view and will use this to inform their final decision. The decision is then finalised, however if you wish to appeal this decision, please email the Head of Quality, clearly stating your reasons for disagreeing using bullet points. The observation and corresponding observation records will be moderated within 5 working days to review the observation decision. Once this has been reviewed the moderator will respond to you by email to inform you of the outcome. This decision will be final.

Reporting and Confidentiality

- The Observer will give you a written report of the findings, judgement and actions within 5 working days of the observation. You should sign the report to confirm the observation was carried out and that you received feedback. You are not signing to confirm agreement with the findings.
- Your line manager will receive a copy of the report and the original report will remain with the Quality Team. The Observer will not discuss the outcome of your observation, or share the Observation Record with anyone other than you or your line manager, the Quality Manager, the Head of Quality and Curriculum or the Head of Training Delivery.

Appendix 4: Guidance for Observers

The purpose of observation is to improve the learner experience and support continuous improvement in all aspects of delivery. The following guidlines need to be adhered to during the process of an observation.

Preparation

- 2 working days' notice is to be given of an observation. Where possible arrange a discussion prior to the observation to:
  - Establish any specific detail about the learner that is relevant to the observer pre-observation.
  - Clarify that the session is a TLA session and not a learner observation, guided discussion, a review or an assessment for Functional Skills.
  - Explain that the observation will focus on the session and not take into account prior knowledge of performance or activity in teaching, learning and assessment.
  - Explain that the overall progress being made by the learner will form a judgement aspect of the OTLA and is a limiting grade.
  - Agree timing and method of feedback.
  - Remind the Tutor Assessor to refer to the protocols for clarification of any key points regarding the observation process including the right to appeal.

The Observation

- Confirm that you will not interfere in the session and will remain as discreet as possible. Only intervene if there is a Health and Safety risk. Position yourself in a way that is unobtrusive to both the learner and the Tutor Assessor.
- Make notes during the observation completing the OTLA record form.
- Be professional when talking with learners. Do not personalise issues regarding their Tutor Assessor or raise doubts about their ability. Discussion should focus on their learning, how well they feel they are progressing and the support they are receiving.

Initial Feedback

- Give the Tutor Assessor sufficient time to reflect on the session before giving feedback. This will also allow you to complete the Observation Record and help to ensure your feedback is positive, productive and professional.
- You must give initial verbal feedback on the day of the observation. Do not rush this if there is insufficient time, re-schedule the feedback for the following day.
- Discuss all of the strengths, good practices and areas for improvement identified.
- Use open questions to encourage self-assessment by Tutor Assessors e.g. how they thought the session went, what did they feel the learner was learning.
- Clarify any aspects of the session you are unsure about.
- Be supportive and encouraging, but do not avoid difficult areas of discussion. Share ideas about how the delivery colleagues can improve, focusing on resolutions rather than problems.

Judgement Outcomes

- Award judgements in line with Ofsted guidelines, and base these upon the agreed criteria for the session being observed.
- Take into account discussion from the feedback session when finalising the judgement.
- Where possible agree the judgement with the Tutor Assessor. If you facilitated effective feedback you should both come to similar conclusions.

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- Make clear links between your progress and learning judgements and the overall judgement awarded.
- Remind Tutor Assessors that all observations are subject to periodical moderation review and that as a result their judgement risk rating may change. If a judgement risk is to be changed the tutor and the RTM will both receive a transcript from the moderator identifying the reasons and justification for the change in risk rating.

Action Planning

- Agree relevant actions to develop areas for improvement and build on strengths and good practice.
- Agreed actions must be timed and returned to during the development period as identified in the protocols and managed/supported by the RTM.
- Be realistic – don't agree targets you know won't be achieved.
- Don't set targets that are out of the control of the Tutor Assessor or you as the Observer.

Reporting & Confidentiality

- Complete the report within 5 working days of the observation.
- Gain the Tutor Assessor's signature, then issue a copy to them and the RTM and send the original to the Quality Manager.
- Do not discuss the outcome of a delivery colleague's observation, or share their Observation Record with anyone other than their line manager, the Quality Manager, Head of Quality and Curriculum or Head of Training Delivery.
- The Quality Manager will retain the original Observation Record in a secure place on the company server.

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Appendix 5: Judgement Criteria Guidance for Observers (Education Inspection Framework)

Grade Descriptors under the new EIF:

Outstanding (1) (Low)

➤ The provider meets **all** the criteria for a good quality of education securely and consistently.
➤ The quality of education is exceptional.

In addition, the following apply.

Intent

➤ The provider's curriculum intent is strong. Throughout the provider and its subcontractors, teachers have **a firm and common understanding of the intended curriculum** and what it means for their practice.

Implementation

➤ The provider's implementation of the curriculum is consistently strong. Across all parts of the provider, including in subcontracted provision and for learners with SEND and those with high needs, **teaching and training are of a high quality. Training activities contribute well to delivering the curriculum intent.**
➤ The work that learners do over time embodies **consistently demanding curriculum goals**. It matches the aims of the curriculum in being **coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.**

Impact

➤ The impact of the taught curriculum is strong. **Learners acquire and develop high-quality skills and produce work of a consistently high standard.**
➤ **Learners consistently achieve highly,** particularly the most disadvantaged. **Learners with SEND achieve the best possible outcomes.**

To judge whether the quality of education is **good, requires improvement** or is **inadequate**, inspectors will use a 'best fit' approach, relying on the professional judgement of the inspection team.

Good (2) (Low)

Intent

➤ Leaders adopt or **construct a curriculum that is ambitious**, appropriately relevant to local and regional employment and training priorities and **designed to give learners, particularly the most disadvantaged, the knowledge and skills they need to succeed in life.** [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]
➤ The curriculum is **coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.** [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]

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- The provider is **ambitious for all its learners, including those with SEND** and those who have high needs, **and this is reflected in the curriculum.** The curriculum remains ambitious and is tailored, where necessary, to meet individual needs. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]
- **Learners study the intended curriculum**. Providers ensure this by teaching all components of the full programmes of study.

Implementation

- **Teachers have expert knowledge of the subject(s) and courses they teach.** Leaders provide effective support for those teaching outside their main areas of expertise. Where relevant, teachers have **extensive and up-to-date vocational experience.**
- **Teachers present information and/or demonstrate skills clearly,** promoting appropriate consideration of the subject matter being taught. They **check learners' understanding systematically, identify misconceptions and provide clear, direct feedback.** In doing this, they **respond and adapt their teaching as necessary,** but without having to use unnecessary, time-consuming, individual approaches to presenting subject matter.
- The **work that teachers give to learners is demanding** and ensures that learners **build knowledge and acquire skills, improving on what they already know** and can do.
- Teachers **encourage learners to use subject-specific, professional and technical vocabulary** well.
- Teachers **work effectively with support colleagues** to ensure that all learners achieve as they should.
- Over the course of study, t**eachers design and use activities to help learners remember long term** the content they have been taught, **to integrate new knowledge into larger concepts** and **to apply skills fluently and independently.**
- Teachers and leaders **use assessment well,** for example to **help learners embed and use knowledge fluently** and flexibly, to **evaluate the application of skills, or to check understanding and inform teaching.** Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens for colleagues or learners.
- Teachers **create an environment that allows the learner to focus on learning.** The **resources and materials that teachers and trainers select and produce** – in a way that does not create unnecessary workload for colleagues – reflect the provider's ambitious intentions for the course of study and **clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning,** independent living **and employment.**

Impact

- Learners develop detailed knowledge across the curriculum and, as a result, achieve well across all areas of their study. Learners make substantial and sustained progress from their identified and recorded starting points in each of their courses and, where applicable, across the curriculum. Where appropriate, this is reflected in results from national examinations, which meet government expectations, or in the qualifications or apprenticeship standards obtained.
- Learners are ready for the next stage of education, employment or training. They have gained qualifications or have met the standards to go on to destinations that meet their interests and aspirations and the goal of their course of study. Learners with SEND/high needs have greater independence in making decisions about their lives.

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Requires improvement (3) (Medium)

➤ The quality of education is not yet good.

Inadequate (4) (High)

The quality of education is likely to be inadequate if any one of the following applies:

➤ The curriculum has little or no structure or coherence, and leaders have not appropriately considered sequencing. Learners experience a jumbled, disconnected series of lessons/training that do not build their knowledge, skills or understanding.
➤ Learners' experiences in lessons or sessions contribute weakly to their learning of the intended curriculum.
➤ The curriculum does not prepare learners for the opportunities, responsibilities and experiences of life in modern Britain.
➤ Weak assessment practice results in teaching that fails to meet learners' needs.
➤ Learners do not develop or improve the English and mathematical skills they need to succeed in their next stage, whether that is in education, training or employment or in greater independence.
➤ The attainment and progress of learners are consistently low and show little or no improvement over time, indicating that learners are underachieving considerably.
➤ Learners with SEND do not benefit from a good-quality education. Colleagues' expectations of them are low. Colleagues do not identify learners' needs accurately, and are therefore unable to support learners' development effectively.
➤ Learners have not attained the qualifications, skills or behaviours appropriate for them to progress to their next stage of education, training or employment.

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