



BRIDGWATER
& TAUNTON
COLLEGE

7-WAYS - EVALUATION OF TEACHING, LEARNING & ASSESSMENT

POLICY & PROCEDURES

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Contents

	SECTION	PAGE
1	Introduction, Purposes and Scope	3
2	Context and Culture	3
3	Policy Statement	5
4	Procedures, Practices and Intended Outcomes	5
5	Standardisation and Training	12
6	Development, Review and Communication	13
Appendix B	Observation Form Templates	
	Planned Graded – Classroom	17
	Planned Graded – Work-based	22
	Developmental	27
	HE Peer Review	30

1. Introduction, Purposes and Scope

1.1. Introduction

This document sets out the range of approaches used across Bridgwater & Taunton College to evaluate the effectiveness of teaching, learning and assessment as well as our students' learning experiences.

1.2 Purpose and general principles

The purpose of the policy and related procedures is to describe the framework through which we evaluate the effectiveness of Teaching, Learning and Assessment.

General principles that guide implementation include contribution to:

- A supportive and developmental environment for learning for our students
- Supportive and developmental opportunities for teachers to deliver outstanding learning experiences through reflective feedback and professional discussions
- Providing quantitative and qualitative evidence about the learning experience for managers and teaching practitioners as part of quality improvement and performance management practices
- A focus on providing effective learning and measuring what matters

1.3 Scope

This policy is relevant to all College staff involved in further education, higher education, school links and employer responsive provision. It is also relevant to students because they engage with the learning experience and other stakeholders, including commercial provision and sub-contracted provision. Within this document the term 'teacher' is used to include staff who work under a range of job titles including lecturer, trainer, assessor, learning support etc.

2. Context and culture

The College has achieved and maintained a reputation as a leading provider within the sector through the commitment and focus of staff on the student experience. Through working with our staff and students in partnership we will evaluate the impact of our provision and improve the effectiveness and experience for all students.

TLA Strategic Vision

The TLA vision that informs this document sets out five aspects for TLA being:

- **Outstanding:** where all students succeed, making rapid and sustained progress towards their learning goals and destinations, including higher levels of study and employment
- **Celebrated:** outstanding teaching and learning is recognised by students and contributes to the professional development of staff as well as being recognised externally across the education sector
- **Inclusive:** promotes equality of learning opportunities
- **Developmental:** builds independent learning, skills and behaviours
- **Engaging:** design and development of curriculum delivery creates engaging learning
- **Pedagogically based:** deploys the best ideas through reflective practice, collaboration and innovative development set in a creative culture of improvement

Annual TLA Priorities

Each year the College commits to a focused set of TLA Priorities for all provision types. These priorities are based on the previous year's performance as well as reflecting changes in the educational landscape and inspection frameworks on which are measured. The priorities are drafted as part of SMT meetings and shared with Heads of Department at the end of the previous academic year and then confirmed based on outcomes before being launched as part of the annual TLA Conference with the wider staff body.

2017-18 TLA Priorities

Study Programmes

- English & maths – attendance and high grades (A*-C)
- Value Added
- In-learning progress
- Work readiness – work placement, work experience and live projects

Adult Learning Programmes

- Right level of programme which builds on prior attainment
- In-learning progress
- Highly individualised and challenging learning
- Positive progression and destinations

Apprenticeships

- English & maths
- Timely achievement
- Innovation in assessment
- Robust, timely & progressive reviews

Higher Education

- Scholarly Activity
- Assessment planning
- Timely and detailed assignment feedback
- Innovative Higher and Degree Apprenticeship design

Each of these priorities forms the basis of self-assessment/evaluation activity throughout the year and are monitored through various aspects of the 7-Ways as outlined below. To affect change and ensure impact the priorities are also considered when designing CPD sessions and considering staff conference themes.

The Bridgwater & Taunton College Advantage

The Bridgwater & Taunton College Advantage sets out a framework in which the curriculum and other experiences at College can be combined to support student progress, progression and destination outcomes. It recognises that national qualifications in themselves are available from many different

providers and therefore it is what we do and how we work with students that make the difference. There are six desired outcomes all with specific relation to TLA, these are to make all students:

- More Confident
- Safer, Happier and Healthier
- Have Higher Aspirations
- Better Communicators
- More Community Minded
- More Effective Learners

2.1 External reference points

This document has been developed with alignment to external reference points. These are OFSTED, the Association of Colleges (AoC), Education & Training Foundation, the Quality Assurance Agency (QAA) and Higher Education Academy (HEA) for Higher Education.

Specific documents referenced are:

- [OFSTED: Further Education and Skills Inspection Handbook from September 2017](#)
- [HE QAA UK Quality Code for Higher Education](#)
- [Higher Education Academy \(HEA\) Professional Standards Framework](#)

3. Policy Statement

The evaluation of TLA is a clear priority for the College and is aimed at having a positive impact for our students. There is a clear expectation for staff to engage in the implementation of this policy and associated procedures. Any engagement by others in relation to TLA the College believes will enhance the self-assessment process.

This engagement needs to promote the high levels of professionalism expected at Bridgwater & Taunton College. Implementation of procedures and the effective use of outcomes will contribute to the quality improvement culture.

Teachers and managers have specific roles and responsibilities set out within each of the 7-ways that are designed to provide clarity, promote development and high performance and provide measures that inform self-assessment and quality improvement planning and monitoring.

4. Procedures, practices and intended outcomes

The evaluation of TLA will be undertaken through a range of activities and processes. These are intended to provide specific outcomes. The focus of evaluation is on measuring what matters to students, to stakeholders and the College.

The College evaluates TLA using the following **seven activities**. These are:

- Planned Graded Observations (Peer Observations for HE)
- Themed Learning Walks
- College Inspection review (CIR)

- Professional Networks
- Developmental Observations
- Student and other Stakeholder reviews
- Key Performance Indicator (KPI) Monitoring

4.1 Planned, graded observations

This provides grade profiles, record of TLA strengths and development needs and feedback to teachers. *This is a continuation of the College's established approach to 'with-notice' planned graded observations for all staff involved in the delivery of learning.*

Measuring what matters - this procedure is designed to provide measurement of:

- Graded observation profiles for the College to inform SAR and SED judgements
- Identification of strengths for sharing with other as appropriate and development areas to address
- Graded outcomes for individual teachers to inform their reflective assessment and professional development planning

The contribution to performance development will be through:

- Feedback and the learning discussion between the teacher observed and the observer with links to line managers
- The observers experiencing a range of provision and delivery that informs their own practice

Procedure: This activity is planned to support teachers to 'get things right' and is a 'with-notice' process. The planned programme should include all teaching staff and provide a sample of curriculum levels and types e.g. Entry to Level 7; HE, school links, employer responsive, commercial and sub-contracted provision as well as tertiary. For any prescribed HE the Peer Review process should be followed. This process utilises key criteria from the Professional Standards Framework to provide a grade of either commended, meets expectations or requires improvement. See appendix A for detailed teaching staff observation guidance. Examples of all observation forms can be found in appendix B.

Activity	By	Outcomes and Links
Plan for Department or Team for the academic year	HoD	All teaching staff included; range of curriculum covered
Plan first term with observation focus on new teachers	HoD	Students experience good teaching; new staff supported and developed
Confirm observation details to teacher	Observer	Planned approach in place
Preparation for the observation	Observer/teacher	Planned approach in place
Carry out the observation, including views of students	Observer	Implementation of plan to include all teaching staff
Prepare feedback and report	Observer	Professional developmental and action planning; graded profile and

		opportunities to transfer best practice
Provide feedback and copy of report	Observer/teacher	Professional developmental and action planning; graded profile and opportunities to transfer best practice
Save the report to the central folder to include details of students, level and teacher	Observer/HoD	Graded profile and opportunities to transfer best practice
Plan individualised professional development informed by observation and reflection	Teacher	Informed individual PDP activities
Information with implication for others updates the College TLA CPD programme	HoD/HR	Informed College TLA CPD programme
Update HR records	HR	Record of activity and outcomes
Department/ team review and evaluation – at least each term	HoD/ Assistant Principal/ Head of Quality & Teaching Development	Self-assessment and quality improvement action identified
Termly summary report evaluated by SMT and Standards Committee	Director of SCQS/ Head of Quality & Teaching Development	Self-assessment and quality improvement action identified
Development needs inform planning of PDP topics	SCQS	Evaluation of PDP activity and updated PDP programme

4.2 Themed learning walks

This provides a sampled range of learning experiences to triangulate with grade profiles, other evidence sets, and general themed feedback to teachers and managers.

Organised drop-in visits across several different lessons, with a theme identified to specifically observe and record indicative evidence about.

Measuring what matters - this procedure is designed to provide measurement of:

- Everyday student experience of TLA
- Student experience judged against set themes

The contribution to performance development will be through:

- Summarised evidence related to the learning walk theme provided as written feedback to all curriculum staff

- Summaries to be used to inform self-assessment and TLA CPD programme as appropriate
- The learning walk team will be able to witness a range of provision and delivery that informs their own practice

Procedure: This activity is planned to provide qualitative information for managers to inform self-assessment through seeking evidence of specific TLA themes across a range of provision. Some learning walks will be across College, other within curriculum areas or teams. They can be carried out by peers, TLA Developers, Curriculum Managers and external guests.

Activity	By	Outcomes and Links
Times, durations and curriculum identified with specific learning walk themes	Curriculum Managers	Range of curriculum planned as part of the learning walk activity for the year
Learning walks planned to avoid duplication of provision	Curriculum Managers	Allocated team and activity
Learning walks undertaken	LW team	Gathering of evidence
Summary feedback write up of the evidence related to themes of the learning walks and other notable observations	LW team	Record of the observations against the specific themes
Sharing of summary feedback with the curriculum managers and teams	LW team / Curriculum Managers	Opportunity to use feedback to inform individual and team self-assessment and development programmes
Informing of TLA CPD programme from the outcomes and summary feedback	Curriculum Manager / HR	Updated and informed topics within the College TLA CPD programme

4.3 College Inspection Review (CIR)

This provides a rehearsal for Inspection, graded profiles and other KPI evidence of the effectiveness of TLA, Outcomes and the impact of Leadership & Management on learning.

A College process to prepare for inspection (FE and employer based) or review (HE) readiness. For each CIR a range of College staff will be formed into a CIR team. These CIR teams will, where appropriate and available, include external guest members from other colleges or providers or related agencies. The outcomes and process will provide quality assurance information for managers, some developmental opportunities for staff and Bridgwater & Taunton College Advantage opportunities for students. CIR exercises will be planned each term and replicate the existing framework of Ofsted or QAA as appropriate.

Measuring what matters - this procedure is designed to provide measurement of:

- Self-assessment judgements related to all types of provision, including related HE provision
- Assurance of preparation and readiness for a short notice inspection
- Contribution to graded observation profiles

The contribution to performance development will be through:

- Feedback to teachers who are observed through process
- Report to curriculum and support teams that summarise the outcomes and recommend actions

Procedure:

Activity	By	Outcomes and Links
Annual planner to identify the CIR weeks	SMT	Clear plan to address College SAR QIP priorities
Formation of CIR team/s	SCQS	Clarity of involvement and availability
Request data sets	MIS & FE Quality	Updates of centralised data
Planning process for CIR team – use SAR/SE	SCQS + CIR team	Practice for Ofsted
Planning of observations; student meetings; desk based reviews	SCQS + CIR team	Readiness for implementation
Implementation of observation plan; student views; desk based reviews	CIR team	Practice for Ofsted
Mid-week feedback on progress	SCQS + HoDs	Practice for Ofsted
End of week emerged outcomes	SCQS +	Provides a level of information and assurance
Report contributions from all CIR team	SCQS + CIR team	The report being formed
Summary collation of reports to form CIR report	SCQS	Readiness to report
Presentation of CIR report to SMT	SCQS + Assistant Principals	Assurance and information
Updates to relevant QIPs, performance management activities including CPD	SCQS + HoDs	Input into the QIP process to maintain outstanding or improve the student experience

4.4 Professional Networks

This provides developmental opportunities through external comparators and informs contextual TLA developments

Measuring what matters – curriculum network links with other organisations are encouraged to provide measurement or judgements of:

- The student experience and effectiveness of College provision compared with other similar curriculum providers
- The impact of College activities, resources and staff CPD and networks on student experience
- The College provision as part of the ambition towards being ‘World Class’

The contribution to performance development will be through:

- Participation within partnership network activities that inform self-assessment
- Informing the development and related TLA CPD or Business Support PDP activities

Procedure: This activity is planned to establish or maintain benefits to the College and our students of curriculum network links with other organisations. These will provide comparisons of information for the College's and curriculum specific self-assessment and quality improvement activities.

Activity	By	Outcomes and Links
Individual curriculum areas to identify appropriate network opportunities	HoD + AP/SMT	Opportunities for networks identified and agreed as part of the College strategy
Network links established as agreed and appropriate	HoD & CM	Activities included within Operating Plans with intended outcomes identified
Activities undertaken	HoD + team	Outcomes recorded, reviewed and evaluated as part of the Operating Plan monitoring and self-assessment

4.5 Developmental observations

This provides development opportunities and good practice sharing

Focusing on what matters - this practice is designed to enable development feedback to teachers from teachers and result in pedagogical improvement through professional dialogue focused on what makes effective learning. It facilitates the informal sharing and transferring of TLA practices between Departments and teams across the College. These will be on a planned basis, to provide development opportunities as part of recorded reflective professional development

The contribution to performance development will be through:

- Progress through listening to developmental observations and ideas about what they have seen
- Progress through observing a peer and being engaged in providing feedback and ideas
- Reflective practices that inform both peer teachers own practice

Procedure:

Activity	By	Outcomes and Links
Establishment of the expectation to engage	SMT + HoD	Reinforced message of professional pedagogical responsibility

Identified peer relationships that are intended to promote performance development opportunities	AMT & Curriculum Teams	Relevant teachers have a peer relationship established
Undertake developmental observations	Teachers	Shared experiences of peer's approaches, widen experience of student experiences across the College
Professional dialogue completed	Teachers	Receiving and providing constructive feedback and generation of ideas and confirmation of effective practices
Implementation of practices	Teachers	Evaluation of effectiveness to enhance learning
Sharing of outcomes	Teachers with HoD	Informs the SAR, SED and CPD planning

4.6 Student and stakeholder views

This provides information about student and other stakeholder perceptions of the experience they have received and the quality of TLA.

Measuring what matters - through the range of forums, surveys and programme based reviews, such as 'well/less well, these data sets provide information for individual teachers, programme teams and Department to inform the self-assessment process. This procedure is designed to provide measurement of:

- Student perceptions of their experience, specifically related to learning, assessment and teaching
- Employers perceptions of the experience of TLA on their employees and business needs

The contribution to performance development will be through:

- Reflection on this information by individual teachers, programme team and Departments

Procedure:

Activity	By	Outcomes and Links
See Student Engagement Strategy for detail of the various procedures	Various	Data sets and information sources recorded
See Employer Engagement Strategy for detail of the various procedures	Various	Data sets and information sources recorded
Evaluation of the information as part of self-assessment processes	Various	Evidenced informed judgements to inform self-assessment and CPD planning

4.7 Key Performance Indicator (PI) monitoring

This provides internal and externally benchmarked outcome data to inform self-assessment and quality improvement as well as an intelligent and actionable in-year picture to allow teams to react to emerging issues.

Measuring what matters – Performance Indicators such as recruitment, retention, pass-rates, achievement rates, high grades, attendance, value added, progress tracking, progression and destination outcomes are used in SAM meetings to inform judgements about the on-going effectiveness and impact of TLA on students and learning. This approach is designed to provide measurement of:

- Quantitative indicators that can be compared with previous College trends and national averages (where available)
- Quantitative data and qualitative information to compare individual student and group progress against targets identified after initial assessment

The contribution to performance development will be through:

- Consideration of the range of performance indicators as part of appraisals, self-assessment and improvement strategies as appropriate

Procedure:

Activity	By	Outcomes and Links
Targets are set for the programme	SMT/HoD/ teachers	Challenging and realistic expectations set and resource allocated
Individual student targets are set informed by initial assessment and prior attainment	Teachers	Minimum and challenging targets established with TLA strategies identified
PI data reviewed with students at individual level	Teachers	Progress of learning and development checked and re-energised towards successful outcomes
PI data used at programme level through team processes and SAM	SMT/HoD/ Teachers	Effectiveness of TLA informed by outcomes and indicators
Outcomes and PI data used to inform appraisals/ SAM & SAR, and QIP	SMT/HoD/ Teachers	Self-assessment judgements based on evidence sets, QIP informed, CPD planning informed

5. Standardisation and Training

The range of procedures and practices set out above result in judgements about the impact and effectiveness of the College's teaching, learning and assessment strategy of student's experiences, progress and outcomes. These judgements need to be arrived at through consideration of the evidence

and within the context and culture of Bridgwater & Taunton College. To enable this, a range of practices exist to support teachers and managers in arriving at these judgements.

The TLA CPD programme includes:

- TLA Conference
- Initial Teacher Education qualifications at levels 3, 4, 5 and 6
- Ofsted inspector training in Ofsted practices and observation expectations
- A wide range of TLA CPD topics, skills development and good practice sharing
- Observation standardisation
- Professional dialogue skills and practices
- External guests CIR team members
- College teachers and managers engaging in external organisation 'observations'

6. Development, review and communication

6.1 Development and review

This policy has been informed by external expectations, sector practices, student expectations and Bridgwater & Taunton College practices and self-assessment judgements.

The policy is approved by the senior management team. Reviews and future improvements will be informed by the quality improvement cycle.

6.2 Communication

6.2.1 Teaching staff

This policy will be communicated to and shared with teaching staff through a variety of methods including through TLA CPD events and the implementation of 7-Ways Evaluation practices as set out above. It will also be part of the recruitment and induction information. In addition, the document will be made available to all staff via the SharePoint Quality site.

6.2.2 Students and other stakeholders

The College publicity and marketing, along with on-programme information such as handbooks will promote the high expectations for TLA to students, including through the promotion of the student voice and engagement strategy.

Appendix A – Teaching Observation Guidance for Staff

Observation of Teaching, Learning and Assessment is part of the process of developing our teaching practice across the College and is intrinsic to the College's Quality Assurance Processes. The spirit of any observation is the development of TLA practice to both enhance the student experience and enrich the skills of our teachers. Observations have a key role in our staff sharing their expertise and informing good practice for all.

The College currently uses our '7 Ways Model' to evaluate the quality of teaching, learning and assessment. Observations form a significant part of this process. The '7 Ways Model' includes:

- Student & Stakeholder Views
- Professional Networks e.g staff CPD, student trips and visits, guest speakers
- Developmental Observations
- Themed Learning Walks – directly inform training on TLA Mondays
- Graded Observations
- College inspection Reviews
- Outcome Data

Graded Observations

Undertaking graded observations allows us to have a snap shot view of the quality of the teaching, learning and assessment our students are experiencing as part of their individual student journey at the College.

Graded Observations are planned with the member of staff and usually last between 30 – 60 minutes. Both verbal and written feedback will be given and a time to do this needs to be arranged between the teacher and the observer. Observers and teachers will need to arrange to do this within one week whilst the session is fresh in everyone's mind. The part of this process that has the greatest impact on improving TLA is the professional dialogue that underpins the written feedback. The observer will provide a copy of the written feedback to the teacher being observed.

Observers will be using the graded observation form which is based on the Ofsted Common Inspection Framework (appendix B). The grade will be awarded based on this framework and will focus on areas of good practice and areas for improvement and development.

In a graded observation the observer is looking to see that all students are making progress in their learning. Progress needs to be seen over time and observers will be looking to see that students are making individual significant and sustained progress in learning against their starting point.

When participating in a graded observation as a teacher you will need to be able to provide evidence of planning. The expectation is that you will be able to provide the observer with a current College scheme of work at the start of the observation. This scheme of work is a working document and it is therefore acceptable for it to be annotated as your sessions unfold week on week. Appropriate annotation on a scheme of work is a way of demonstrating on going planning and reflection to support improvement.

Lesson Plans are a highly effective tool to support the planning of sessions and you may wish to have one written on a College template for the session being observed.

Attendance is key to both progress and achievement. The observer will be interested to see your data on attendance and retention at the start of the observation. Consider providing a brief verbal overview of the data you have shared to provide a context where needed e.g. where a student has left and progressed to an apprenticeship or where an individual student is impacting on attendance data.

Given the short time that the observer is in the session it is helpful to provide the observer with a copy of your group profile which includes the learning support strategies for individuals you have in place. This helps the observer understand the context of what they are seeing in action in each class.

As guidance, observers will be looking for the following however this will depend on which part of the session is being observed. When being observed think about:

- Are sessions starting on time and is lateness dealt with sensitively and appropriately
- Is the learning environment appropriate and consistently conducive to learning
- Do students consistently come prepared and ready to learn
- Are there clear aims and objectives for each session – do students understand these
- Is there a link from the previous session and into their wider learning journey
- Are students who have missed a session up to date and able to effectively participate

- Does each student understand what they need to do to make progress in each lesson and against their individual target grades
- If questioned are students able to articulate their target grades
- Is student progress and learning measured as the session progresses
- Is stretch and challenge a consistent part of learning for our most able students
- Having pre-planned extension activities ready to maximise learning time for students
- Making best use of the VLE to impact positively on learning
- Are all students engaged in learning
- How are you enabling the Learning Support Assistant to contribute positively to learning
- Is there evidence that learning is consistently taking place for all students
- Capitalising on naturally occurring opportunities to explore E & D, prevent, British Values, avoid shoe horning these topics in – look for the natural opportunities offered.
- Is it the students who are working as hard if not harder than the teacher
- Are all opportunities to develop English & maths being maximised and contextualised
- Can you demonstrate stretch and challenge relevant to the individual students current level of English & maths
- Are students consistently being challenged to achieve their true potential
- Is feedback meaningful, do students understand how to improve their learning performance
- Are students proud of their work and what they are achieving
- Are students enjoying their learning
- Providing homework and guidance on out of class learning

The observer will find an opportunity to talk to the students about their usual experience in classes and the progress they are making. Students need to understand the qualification they are aiming to achieve, the awarding body and what they need to do to achieve it.

Work Based Learning Observation

Observation of learning in the workplace routinely takes place through the College and awarding body IQA process. This is where IQA's will observe the learning process with a trainer assessor/assessor in situ with a student in the workplace.

When an observer comes out to observe our trainer assessor team in the workplace, it is important to think about:

- Showing evidence that the qualification/framework is directly relevant to the apprentice, employer and the job role the apprentice is undertaking
- Evidence of attendance at work and College if required to attend and the process for follow up if sessions or visits are missed
- Showing evidence of initial and ongoing assessment and skill development and progress in English & maths
- Evidence of detailed tracking for each individual student
- Using naturally occurring situations to discuss and extend knowledge on prevent, safeguarding, British Values and Equality & Diversity
- Using naturally occurring evidence for assessment
- Providing evidence of individual target setting and meaningful reviews that have impact
- Evidence of SASE regulations for apprenticeships (20% off the job learning), consider all of the training the employer is already undertaking with the apprentice when mapping and tracking off the job learning

- Providing effective timely feedback that enables the student to progress with their qualification and apprenticeship
- Your partnership with the employer in enabling the apprentice/WBL to achieve all aspects of their framework/qualification

Developmental Observations

Developmental observations are a great way of sharing and developing teaching, learning and assessment practice. Learning from others and seeing how others teach is a pragmatic and practical reciprocal way of developing skills. If you have the opportunity work with your manager to arrange to participate in a developmental observation with a colleague.

Developmental observations are great for providing an opportunity for reflection, professional discussion and development through personal CPD. Developmental observations are also a good way for staff new to teaching to experience and understand the observation process prior to a graded observation.

Learning Walks – informing the CPD agenda

In general themed learning walks take place within Area where they directly inform and impact on the development sessions offered as part of TLA Monday. Themed learning walks are therefore planned to happen two to three weeks before a TLA Monday slot.

Observers do not provide feedback directly following a learning walk as the process is intended to provide an overview and inform the CPD agenda.

Learning walks may also take place as part of a College Inspection Review, as part of observation training or if there is a cross College theme emerging that needs exploring to inform CPD or changes in processes

College Inspection Review

Graded observations and Learning Walks form part of The College Inspection Review (CIR) process so please refer to the information above.

In the wider context in talking to students observers will ask students about their understanding of the Bridgwater & Taunton College Advantage, Prevent, safeguarding, Health & Safety, British Values, equality & diversity and English & maths progress. Observers will be interested in our students' aspirations in relation to their starting point and their plans for next steps into work or continued education/training.

Developing employability skills is an intrinsic part of what we do together with our students and observers will be interested in how the Bridgwater & Taunton College Advantage is being used to support skills development. Alongside developing employability skills is the role work placement and work experience play in enabling students to develop work related skills and make progress towards their next steps. Observers will be interested to hear about work readiness from students. Observers will be looking to see that there is a symbiotic relationship in place i.e. the impact of their learning in class and College on their work readiness and the impact of work placement/experience on their learning in class and progress towards their qualification.

Appendix B – Observation Form Templates

- Planned Graded – Classroom
- Planned Graded – Work-based
- Developmental
- HE Peer Review

OBSERVATION OF GRADED TEACHING, LEARNING & ASSESSMENT 17/18

This page to be completed by the observer

Observation grade	<input type="checkbox"/> 1 – Outstanding <input type="checkbox"/> 2 – Good <input type="checkbox"/> 3 – Requires Improvement <input type="checkbox"/> 4 – Inadequate
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Name of Teacher			
Is the Teacher?	<input type="checkbox"/> Full time or <input type="checkbox"/> Part time and <input type="checkbox"/> New to the College this year		
Name of Observer			
Observation Type:	<input type="checkbox"/> Department Review <input type="checkbox"/> Tutorial <input type="checkbox"/> College Inspection <input type="checkbox"/> Other - <i>please state:</i>		
Observation date and time		Venue	
Programme/Course name		Department	
College course code		Length of session	
Type of provision	<input type="checkbox"/> 16-19 Study Programme <input type="checkbox"/> Apprenticeships <input type="checkbox"/> Adult/Community <input type="checkbox"/> 14-16 <input type="checkbox"/> HE		
Level of group	<input type="checkbox"/> Entry <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7		
Type of session	<input type="checkbox"/> Knowledge based/theory <input type="checkbox"/> Practical		
Topic / subject			

	Male	Female	Total
Number of students in session			
Number of students on register			
Number of students identified for ALS			
Number of LSA(s) in session			

Please use this framework to guide you when making evaluative judgements

Outstanding (1)

- A. Learners are curious, **interested and keen to learn**. They seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in learning sessions and, where appropriate, use their experiences in the workplace to further develop their knowledge, skills and understanding.
- B. Learners are eager to **know how they can improve** their work and develop their knowledge, understanding and skills. They capitalise on opportunities to **use feedback to improve**. Staff check learners' understanding systematically and effectively, offering clearly directed and timely support that has a notable impact on improving learning.
- C. Staff are determined that **learners achieve well**. They have excellent subject knowledge and **motivate and engage learners** who enjoy the work they complete. Staff have consistently **high expectations** of all learners' attitudes to learning and learners are **set challenging targets** to achieve.
- D. Staff **plan learning sessions** and assessments very effectively so that all learners undertake demanding work that helps them to realise their potential. Staff identify and **support any learner who is falling behind** and enable almost all to catch up.
- E. Staff gather a useful range of **accurate assessment information** and use this to give learners incisive feedback about what they can do to improve their knowledge, understanding and skills. Learners are committed to taking these next steps and their work shows that almost all are **making substantial and sustained progress**.
- F. Staff set work that **consolidates learning**, deepens understanding and develops skills, and prepares learners very well for their next steps.
- G. Where appropriate, parents and/or employers are provided with clear and timely information that details the extent of learners' progress in relation to the standards expected and what they need to do to improve.
- H. Staff are quick to challenge stereotypes and the use of derogatory language, including at work. Resources and teaching strategies reflect and value the diversity of learners' experiences and provide learners with a **comprehensive understanding of people and communities beyond their immediate experience**.
- I. Staff **promote, where appropriate, English, mathematics, ICT and employability skills** exceptionally well and ensure that learners are well-equipped with the necessary skills to progress to their next steps.

Good (2)

- A. Most learners **enjoy their learning** across the provision. **Teaching challenges** them and enables them to develop, consolidate and deepen their knowledge, understanding and skills well.
- B. Most learners want to know how to **improve their learning and act on feedback** to help them to improve. Staff listen to, carefully observe and **skilfully question learners** during learning sessions. They **reshape tasks** and explanations and provide feedback to tackle misconceptions and build on learners' strengths. This has a positive impact on learning.
- C. Staff **give learners feedback** that details what they need to do to improve; many learners act on this to make improvements. This consolidates and deepens learners' knowledge, understanding and skills and prepares them very well for their future.
- D. Staff **assess learners' knowledge and understanding frequently** to ensure that they are making at least the expected progress throughout their time with the provider, including the time spent at work or on work experience. Staff use this information well to **plan activities in which learners undertake demanding work** that helps them to make strong progress. They **identify and support effectively** those learners who start to fall behind.
- E. Staff set work that **builds on previous learning**, extends learners' knowledge and understanding and develops their skills to ensure that they are prepared for their future.

- F. Where appropriate, parents and/or employers are informed about learners' progress in relation to the standards expected.
- G. Staff challenge stereotypes and the use of derogatory language, including at work. Staff promote equality of opportunity and diversity in teaching and learning.
- H. Staff **develop, where appropriate, learners' English, mathematics, ICT and employability skills** to prepare them for their future progression.

Notes to inform evaluative judgements

Learner feedback- take an opportunity to ask learners about their experience; use this to inform your evaluative judgements

Record Key Evaluative Judgements – if grade 3 or 4 clearly record areas for improvement with identified strategies

Observer's recommendation for the teacher to use this feedback to develop teaching practice:

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Observed teacher to comment on key ideas to take into PDP activities (include impact on learning)

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Signature of observer:

date:

Signature of teacher:

date:

OBSERVATION OF GRADED WORK-BASED LEARNING TEACHING, LEARNING & ASSESSMENT 17/18

This page to be completed by the observer

Observation grade	<input type="checkbox"/> 1 – Outstanding <input type="checkbox"/> 2 – Good <input type="checkbox"/> 3 – Requires Improvement <input type="checkbox"/> 4 – Inadequate
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Name of Trainer Assessor			
Is the Trainer Assessor?	<input type="checkbox"/> Full time or <input type="checkbox"/> Part time and <input type="checkbox"/> New to the College this year		
Name of Observer			
Observation Type:	<input type="checkbox"/> Department <input type="checkbox"/> IQA <input type="checkbox"/> College Inspection Review		
Observation date		Time	
Framework/Course name		Department	
Employer Location		Course Code	
Type of provision	<input type="checkbox"/> Apprenticeship <input type="checkbox"/> Higher Apprenticeship <input type="checkbox"/> Traineeship		
Level of apprentice	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5		
Type of activity	<input type="checkbox"/> Knowledge based/theory <input type="checkbox"/> Practical		
Topic / subject			
Is there evidence of tracking?			

Employer Comments on progress of Apprentice – <i>Is the apprentice punctual? Is the apprentice developing up to date subject knowledge?</i>

Please use this framework to guide you when making evaluative judgements

Outstanding (1)

- I. Learners are curious, **interested and keen to learn**. They seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in learning sessions and, where appropriate, use their experiences in the workplace to further develop their knowledge, skills and understanding.
- J. Learners are eager to **know how they can improve** their work and develop their knowledge, understanding and skills. They capitalise on opportunities to **use feedback to improve**. Staff check learners' understanding systematically and effectively, offering clearly directed and timely support that has a notable impact on improving learning.
- K. Staff are determined that **learners achieve well**. They have excellent subject knowledge and **motivate and engage learners** who enjoy the work they complete. Staff have consistently **high expectations** of all learners' attitudes to learning and learners are **set challenging targets** to achieve.
- L. Staff **plan learning sessions** and assessments very effectively so that all learners undertake demanding work that helps them to realise their potential. Staff identify and **support any learner who is falling behind** and enable almost all to catch up.
- M. Staff gather a useful range of **accurate assessment information** and use this to give learners incisive feedback about what they can do to improve their knowledge, understanding and skills. Learners are committed to taking these next steps and their work shows that almost all are **making substantial and sustained progress**.
- N. Staff set work that **consolidates learning**, deepens understanding and develops skills, and prepares learners very well for their next steps.
- O. Where appropriate, parents and/or employers are provided with clear and timely information that details the extent of learners' progress in relation to the standards expected and what they need to do to improve.
- P. Staff are quick to challenge stereotypes and the use of derogatory language, including at work. Resources and teaching strategies reflect and value the diversity of learners' experiences and provide learners with a **comprehensive understanding of people and communities beyond their immediate experience**.
- Q. Staff **promote, where appropriate, English, mathematics, ICT and employability skills** exceptionally well and ensure that learners are well-equipped with the necessary skills to progress to their next steps.

Good (2)

- R. Most learners **enjoy their learning** across the provision. **Teaching challenges** them and enables them to develop, consolidate and deepen their knowledge, understanding and skills well.
- S. Most learners want to know how to **improve their learning and act on feedback** to help them to improve. Staff listen to, carefully observe and **skilfully question learners** during learning sessions. They **reshape tasks** and explanations and provide feedback to tackle misconceptions and build on learners' strengths. This has a positive impact on learning.
- T. Staff **give learners feedback** that details what they need to do to improve; many learners act on this to make improvements. This consolidates and deepens learners' knowledge, understanding and skills and prepares them very well for their future.
- U. Staff **assess learners' knowledge and understanding frequently** to ensure that they are making at least the expected progress throughout their time with the provider, including the time spent at work or on work experience. Staff use this information well to **plan activities in which learners undertake demanding work** that helps them to make strong progress. They **identify and support effectively** those learners who start to fall behind.
- V. Staff set work that **builds on previous learning**, extends learners' knowledge and understanding and develops their skills to ensure that they are prepared for their future.

- W. Where appropriate, parents and/or employers are informed about learners' progress in relation to the standards expected.
- X. Staff challenge stereotypes and the use of derogatory language, including at work. Staff promote equality of opportunity and diversity in teaching and learning.
- Y. Staff **develop, where appropriate, learners' English, mathematics, ICT and employability skills** to prepare them for their future progression.

Notes to inform evaluative judgements

Apprentice feedback- take an opportunity to ask learners about their experience; use this to inform your evaluative judgements. Is the apprentice aware of their individual targets and action plan? Does the apprentice feel safe and are they aware of how to report issues?

Record Key Evaluative Judgements – if grade 3 or 4 clearly record areas for improvement with identified strategies

Observer's recommendation for the trainer assessor to use this feedback to develop teaching practice:

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Observed trainer assessor to comment on key ideas to take into PDP activities (include impact on learning)

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Signature of observer:

date:

Signature of trainer assessor:

date:

DEVELOPMENTAL OBSERVATION FORM 17/18

Name of member of staff			
Name of Observer			
Observation date		Time	
Topic / subject			

What went well/ less well
Comment on key ideas to take into PDP activities (include impact on learning)

Please use this TLA framework to guide development

Outstanding (1)

- Z. Learners are curious, **interested and keen to learn**. They seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in learning sessions and, where appropriate, use their experiences in the workplace to further develop their knowledge, skills and understanding.
- AA. Learners are eager to **know how they can improve** their work and develop their knowledge, understanding and skills. They capitalise on opportunities to **use feedback to improve**. Staff check learners' understanding systematically and effectively, offering clearly directed and timely support that has a notable impact on improving learning.
- BB. Staff are determined that **learners achieve well**. They have excellent subject knowledge and **motivate and engage learners** who enjoy the work they complete. Staff have consistently **high expectations** of all learners' attitudes to learning and learners are **set challenging targets** to achieve.
- CC. Staff **plan learning sessions** and assessments very effectively so that all learners undertake demanding work that helps them to realise their potential. Staff identify and **support any learner who is falling behind** and enable almost all to catch up.
- DD. Staff gather a useful range of **accurate assessment information** and use this to give learners incisive feedback about what they can do to improve their knowledge, understanding and skills. Learners are committed to taking these next steps and their work shows that almost all are **making substantial and sustained progress**.
- EE. Staff set work that **consolidates learning**, deepens understanding and develops skills, and prepares learners very well for their next steps.
- FF. Where appropriate, parents and/or **employers** are provided with **clear and timely information** that details the extent of learners' progress in relation to the standards expected and **what they need to do to improve**.
- GG. Staff are quick to challenge stereotypes and the use of derogatory language, including at work. Resources and teaching strategies reflect and value the diversity of learners' experiences and provide learners with a **comprehensive understanding of people and communities beyond their immediate experience**.
- HH. Staff **promote, where appropriate, English, mathematics, ICT and employability skills** exceptionally well and ensure that learners are well-equipped with the necessary skills to progress to their next steps.

Good (2)

- II. Most learners **enjoy their learning** across the provision. **Teaching challenges** them and enables them to develop, consolidate and deepen their knowledge, understanding and skills well.
- JJ. Most learners want to know how to **improve their learning and act on feedback** to help them to improve. Staff listen to, carefully observe and **skilfully question learners** during learning sessions. They **reshape tasks** and explanations and provide feedback to tackle misconceptions and build on learners' strengths. This has a positive impact on learning.
- KK. Staff **give learners feedback** that details what they need to do to improve; many learners act on this to make improvements. This consolidates and deepens learners' knowledge, understanding and skills and prepares them very well for their future.
- LL. Staff **assess learners' knowledge and understanding frequently** to ensure that they are making at least the expected progress throughout their time with the provider, including the time spent at work or on work experience. Staff use this information well to **plan activities in which learners undertake demanding work** that helps them to make strong progress. They **identify and support effectively** those learners who start to fall behind.
- MM. Staff set work that **builds on previous learning**, extends learners' knowledge and understanding and develops their skills to ensure that they are prepared for their future.
- NN. Where appropriate, parents and/or employers are informed about learners' progress in relation to the standards expected.
- OO. Staff challenge stereotypes and the use of derogatory language, including at work. Staff promote equality of opportunity and diversity in teaching and learning.

PP. Staff **develop, where appropriate, learners' English, mathematics, ICT and employability skills** to prepare them for their future progression.

Characteristics of a 'Commended' session

The session is **very professional** within an **appropriately scholarly learning environment**. Students are actively being supported to **work towards becoming autonomous** and are **highly motivated and engaged**. **Academic standards are** seamlessly upheld by the sessions being in alignment with the level descriptors and directed towards achievement of the learning outcomes.

- **Relationships** within the group **are facilitated effectively** with students demonstrating high levels of mutual respect
- It is evident that **students are highly motivated; attendance is high**, with all or very nearly all students present. Students are **engaging consistently well** with the session and demonstrate **unflinching readiness to share ideas** within the learning environment.
- Teaching is strongly aligned to the Framework for Higher Education Qualifications (FHEQ) in terms of the **level of the teaching being appropriate and enabling students to work towards meeting the learning outcomes** detailed within the approved course documentation.
- **Research and scholarly activity undertaken by the lecturer enhances the session**. Teaching is supported by excellent range of **subject relevant, evidence-based** materials.
- **The session is appropriately challenging**, allowing students to take control of their own learning with regard to the level of study.
- **The teaching materials and approach demonstrates consistently accurate and appropriate levels of good academic practice**. For example slides with quotes are referenced in line with expected standards, such as Harvard Referencing.
- **Students are encouraged to excel as independent learners**, it is strongly evident that the teaching is designed to support learners in becoming more autonomous.
- **The dialogue from the lecturer demonstrates formative feedback** that supports learning.
- Teaching contributes to supporting **interpersonal and professional behaviours** and other transferable skills that contribute towards **graduate attributes**.

Characteristics of a session that 'meets expectations'

The sessions is **professional** within an **appropriately scholarly learning environment**. Students are being supported to **work towards becoming autonomous** and are **motivated and engaged**. **Academic standards are upheld** by the sessions being in alignment with the level descriptors and directed towards achievement of the learning outcomes.

- **Relationships** within the group **are facilitated** with students demonstrating mutual respect.
- It is evident that **students are motivated; with most students in attendance**. Students are **engaging** with the sessions and **show some readiness to share ideas** within the learning environment.
- Teaching is aligned to the Framework for Higher Education Qualifications (FHEQ) in terms of the **level of the teaching being appropriate and enabling students to work towards meeting the learning outcomes** detailed within the approved course documentation.
- **There is some evidence that research and scholarly activity undertaken by the lecturer informs the sessions**. Teaching is supported by **subject relevant, evidence-based** materials.
- **The teaching materials and approach demonstrate consistently accurate and appropriate levels of good academic practice**. For example slides with quotes are references in line with expected standards, such as Harvard Referencing.
- **Students are encouraged to become independent learners**.
- **The dialogue from the lecturer demonstrates formative feedback** that supports learning.
- Teaching contributes to supporting **interpersonal and professional behaviours** and other transferable skills that contribute towards **graduate attributes**.

Planning Meeting

Before the observation please meet with the lecturer who you are planning to observe and discuss the plan for sessions and complete the following:

Evaluate the quality of the session plans; possibly including course documentation, how well it links to the learning outcomes and level of study.	
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<p>What teaching theory/pedagogical approaches are going to be used? How is scholarly activity of the lecturer going to inform the session?</p> <p>Are there opportunities for recognising equality of opportunity and diversity for learners?</p> <p>Request to see the Scheme of Work – does it make explicit links back to the module/unit intended learning outcomes (ILOs)? How well are students being enabled to meet the ILOs?</p> <p><i>(This maps to 'Areas of Activity' A1 and A5 'Core Knowledge' K2 and potentially 'Professional Values' V1, V2, V3 and V4 within the Professional Standards Framework)</i></p>	
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The Peer Observation

Please complete this during/after the peer observation:

<p>Areas of Activity: Teaching and learning <i>This section maps to the 'Areas of Activity' dimension in the Professional Standards Framework; (A1-A5)</i></p> <p>Please provide evaluative comments that include reference to the quality/effectiveness of the following:</p> <ul style="list-style-type: none"> ✓ Teaching approach and feedback to learners as part of the session ✓ Learning environment; physical and how the group/lecturer interact ✓ How students are supported during, and if relevant, outside of the session ✓ Evidence of use of scholarly activity to inform teaching; are students made aware of it?

<p>Core Knowledge: The subject matter, assessment and quality <i>This section maps to the 'Core Knowledge' dimension in the Professional Standards Framework; (K1-K6)</i></p> <p>Please provide evaluative comments that include reference to the following:</p> <ul style="list-style-type: none"> ✓ The subject material; relevance, quality and appropriateness to the level of study ✓ Appropriateness of the methods of teaching to the subject area and level of study ✓ Engagement of students in the session; how well do they appear to be learning? ✓ The use of appropriate technologies to enhance the learning and the value it adds to the session ✓ Methods used to evaluate the effectiveness of teaching within the session

Professional Values: Approach and context

This section maps to the 'Professional Values' dimension in the Professional Standards Framework; (V1-V4)

Please provide evaluative comments that include reference to:

- ✓ Respect of individual needs of learners and diversity of the student body; how does their approach demonstrate this?
- ✓ Evidence of pedagogical approaches used and their effectiveness
- ✓ Use of evidence-informed approaches and the outcomes from research, scholarship and CPD that overtly inform the session
- ✓ Acknowledgement of the wide context in which the students operate; regarding the broader subject base and/or as citizens in a wider community

Reflective Practice

Immediately after the observation has taken place, please take time to meet with the students and note their reflections on the session.

Student feedback

This maps to the Professional Standards Framework, Core Knowledge (K5).

Please ensure you make time to discuss how the sessions went with the students present/

Please provide a summary of their comments regarding the session. If you need to prompt here are some suggestions:

- ✓ Do they feel that the sessions are helping with their own learning and independent study?
- ✓ Do they know what is expected of them before, during and after the session?
- ✓ Is this a typical session?
- ✓ Are they aware of other skills that might have been supported through the session today; other than just the subject knowledge – e.g. communication, team working, leadership, planning, organisational skills, or industry specific skills
- ✓ Are they normally able to access the materials from the sessions via the VLE?

Overall Statement:

Good Practice or areas for improvement summary:

Please meet with the lecturer shortly after the sessions and give them some feedback on the session and to gain their reflections on how it went:

<p>Reflections by the lecturer on their practice</p> <p>Please take some time to reflect with the lecturer on the session you have observed.</p> <p>Please note any reflections they (the lecturer) may have as a result of receiving the feedback from you. Please particularly note any reflections that might lead to enhancement of the quality of their teaching as a result of the feedback you have given.</p> <p><i>This maps to Core Knowledge (K6) within the Professional Standards Framework.</i></p>

<p>Reflections by the observer on their own practice</p> <p>Please take some time to reflect on the session you have observed today.</p> <p>What have you learnt as a result of observing the session that might help inform your own practice?</p> <p><i>This maps to Core Knowledge (K6) within the Professional Standards Framework.</i></p>