

Teaching Learning Assessment Strategy

The most important purpose of teaching, training and coaching is to promote learning and improve outcomes for learners. A rigorous and informative assessment process is essential to achieving and maintaining successful learning.

Purpose of Observation

The purpose of observation is to improve the quality of the learning experience, and to monitor the quality of teaching, learning and assessment. This process will also provide benchmarking information to measure the quality of provision through evaluation and analysis of the emerging trends and grades awarded during the observation process. The awarding of grades enables us to measure performance at subject, activity, team and individual levels. This will be done in a positive and constructive way that promotes effective practice and improvement. Teaching, learning and assessment observations are one of the measures used to quality assure our learning and skills provision. The Annual Self Assessment Report will reflect overall evidence gathered through the observation process.

Aims of Observation

- To improve the learning experience of learners and promote inclusive learning
- To support Teachers/Tutors/Trainers/Coaches and Instructors
- To provide objective evidence for appraisal and performance reviews
- To identify opportunities for professional development
- To monitor progress against previous observation targets
- To develop and share effective practice
- To provide objective evidence for self-assessment and improvement
- To raise standards and learning outcomes

Scope of Observation

All staff who are involved in the delivery of learning activities, both accredited and nonaccredited, will be subject to observation of each key learning process or activity they carry out as part of their role. Planning of observations will take into consideration current and changing needs of the provision, custodial or government trends and any external feedback.

Frequency of Observation of Teaching, Learning & Assessment

- New members of staff will be observed within the first 6 weeks of their commencement of employment.
- All staff will be observed at least once a year according to findings and grades awarded.
- Staff who fail to make or adhere to arrangements for observations may be disciplined and appropriate action taken against them.
- Observations will also be conducted in response to any changes or trends.
- At least one week's notice will be given to staff for each planned observation, however, unannounced/no notice/short notice observations will also take place

Frequency of observation will depend upon risk banding as below:

Grade Awarded	Frequency of Teaching, Learning & Assessment Observations
Grade 3 or below	Minimum of 1 observation per quarter
Grade 2	Minimum of 1 observation every 6 months
Grade 1	Minimum of 1 observation a year

Moderation & Appeals

- Moderation meetings will take place on a quarterly basis to quality assure the process.
- Moderation meetings will be scheduled at the beginning of each year by the Company.
- Where joint OTLs have taken place, the observers will discuss privately, prior to giving verbal feedback to the observee. If, for any reason, they cannot agree a grade, they will advise the observee that further discussion is required and feedback will be given at the earliest opportunity. They will then discuss further, away from the observee. If the observers are still not able to agree, both sets of notes will be given to a third qualified observer. This third party will review both sets of notes and then all three will meet to discuss and agree a final grading. Where appropriate, a further observation may be required to be undertaken by a different trained observer. The decision made at this OTL will be final.
- Staff may appeal against a judgement made during an observation. The grading, however, will stand. If a further observation is appropriate, a separate grade will be given.
- Appeals should be made to the IQA in the first instance, within 5 working days of receipt of their completed observation report. The IQA will meet with the appropriate managers to discuss and establish a course of action. Where appropriate, a further observation may be required to be undertaken where the observer will also be observed and feedback and judgements moderated. This second OTL should take place within 10 – 15 working days of the appeal being lodged. The decision at this OTL will be final.

Observation Cycle/Process

- The IQA prepares an annual observation schedule for each area of learning activity.
- Manager/observers may inform staff of planned observation dates or giving short notice if felt to be appropriate.
- The observer completes an Observation Report and gives verbal feedback within 24 hours of observation.
- Completed Observation Report is given to the member of staff for comment and signature within 10 days of the observation.
- The member of staff must complete the comments section and return the observation report to the observer within 5 days of receiving it.
- A copy of signed Observation Report is given to the operational/line manager.
- Evaluation and analysis of emerging themes or trends is completed on a quarterly basis.
- Quarterly summary prepared by IQA for consideration at Quality Improvement Group.
- Grade profile is collated on an annual basis for the Self Assessment Report.
- Summaries of OTL activity and the key findings including strengths and areas to develop will be issued to appropriate managers on a regular basis by the IQA.

Observation Criteria

- Observations are to be carried out by suitably qualified and trained observers.
- Observation reports are developed from the Common Inspection Framework.

- Observations should be objective, evaluative and focus on strengths and any areas for improvement.
- Observers will request to look at register, scheme of work, session plan, learner profiles, assessment records, learner work, and meet with learners – these should all be made available at observation by the member of staff.
- Observers should ensure they visit sessions over a period of time so that the beginning, middle and end of sessions are included in the observation process.
- Observers will ensure summary strengths and areas for improvement are evaluative.
- Observers will encourage dialogue with the member of staff to assist development.
- Observers will set SMART action points and recommendations for improvement for the Tutor/ Trainer on an action plan and outline the expected impact of the improvements.

Guidance to Observers

- You are looking at learning and progress, and how the tutor/trainer’s methods and approach affect this.
- You also need to give consideration to learning that takes place outside of the workplace/classroom.
- Your responsibility is to report back honestly, clearly and accurately and to begin the process of supporting members of staff to improve
- You are not part of the learner activity.
- You will be professional, unobtrusive, courteous and non-threatening. Avoid excessive eye contact with the tutors, trainers and learners.
- You should try to observe the whole learner activity.
- You should talk to learners but only if you can do it without disrupting the activity. This may be during or immediately after the learner activity.
- Specific attention needs to be paid to Health & Safety, Equality & Diversity, Safeguarding, British Values and the extent to which Personal Development, Behaviour and Welfare are being addressed or covered.
- You should also comment on the extent to which English and maths is being incorporated into the session.

Below is an extract from the Ofsted Handbook for Inspections detailing the characteristics of the four grades awarded at Inspection for; Teaching, Learning and Assessment.

<p>Outstanding</p>	<ul style="list-style-type: none"> • The very large majority of learners make very good and sustained progress in the learning session that may take place in a variety of locations. • Tutor/trainer adept at working with and developing skills and knowledge in learners from different backgrounds and has consistently high expectations of all learners. • Tutor/trainer plans astutely and sets challenging tasks based on systematic, accurate assessment of learners’ prior skills, knowledge and understanding. They draw on excellent subject knowledge and/or industry experience. They use well-judged and often imaginative teaching strategies that, together with sharply focused and timely support and intervention, match
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	<p>individual needs accurately. Consequently, the development of learners' skills and understanding is exceptional. Tutor/trainer generates high levels of enthusiasm for participation in, and commitment to, learning.</p> <ul style="list-style-type: none"> • Tutor/trainer encourages independence in learners when they tackle challenging activities. They check learners' understanding effectively throughout the learning session. Time is used very well and every opportunity is taken to develop crucial skills successfully, including being able to use their literacy and numeracy skills. • High quality learning materials and resources including information and communication technology (ICT) are available and are used by the tutor/trainer and by learners during and between learning and assessment sessions. • Constructive feedback is frequent and of a consistent quality, leading to high levels of engagement and interest. • Tutor/trainer enthuses and motivates most learners to participate in a wide range of learning activities. • Tutor/trainer manages learners' behaviour skilfully and they show great awareness of equality and diversity in the teaching session. • Advice, guidance and support provide good opportunities for learners to be motivated and make the necessary connection between learning and successful progression.
<p>Good</p>	<ul style="list-style-type: none"> • Tutor/trainer is able to develop learners' skills and knowledge regardless of their backgrounds. As a result, learners make good progress. • Tutor/trainer has high expectations of all learners and uses their well-developed skills and expertise to assess learners' prior skills, knowledge and understanding accurately, to plan effectively and set challenging tasks. They use effective teaching, learning and assessment strategies that, together with appropriately targeted support and intervention, match most learners' individual needs effectively. • Tutor/trainer listens perceptively to, carefully observes and skilfully questions learners during the learning session. Teaching deepens learners' knowledge and understanding and promotes the development of independent learning skills. Good use of resources, including ICT, and coursework contribute well to learners' progress.

	<ul style="list-style-type: none"> • Tutor/trainer assesses learners' progress accurately and discusses assessments with them so that learners know how well they have done and what they need to do to improve. • Tutor/trainer enthuses and motivates most learners to participate in a wide range of learning activities. • Opportunities are taken to develop crucial skills successfully, including being able to use their literacy and numeracy skills. • Good quality learning materials and resources including information and communication technology (ICT) are available and are sometimes used by the tutor/trainer and by learners during and between learning and assessment sessions. n Equality and diversity are promoted and learners' behaviour is managed well, although some work is still needed to integrate aspects of equality and diversity into learning fully. • Advice, guidance and support provide good opportunities for learners to be motivated and make the necessary connection between learning and successful progression.
<p>Requires Improvement</p>	<ul style="list-style-type: none"> • Most learners, and groups of learners, make progress that is broadly in line with that made by learners nationally with similar starting points. However, there are weaknesses in areas of delivery, such as in learning or assessment. • There is some good teaching, learning and assessment and tutor/ trainer works with and develop skills and knowledge in learners from different backgrounds satisfactorily. Tutor/trainer's expectations enable most learners to work hard and achieve satisfactorily, and they encourage them to make progress. • Due attention is given to the assessment of learners' progress, but this is not always conducted rigorously enough, which may result in some unnecessary repetition of work for learners, and tasks being planned and set that do not fully challenge them. • Tutor/trainer monitors learners' work during the learning session, sets appropriate tasks and is capable of adjusting their plans to support learning. Occasionally are not timely or relevant, and this slows learning for some learners. • Teaching strategies ensure that learners' individual needs are met. Tutor/trainer uses available resources well and sets appropriate coursework for learners. • Learners are informed about the progress they are making and how to improve further and this is usually timely and

	<p>encouraging. This approach ensures that most learners want to work hard and improve.</p> <ul style="list-style-type: none"> • Opportunities are taken to develop crucial skills successfully, including being able to use their literacy and numeracy skills. • Learning materials and resources, occasionally including information and communication technology (ICT) are available and are sometimes used by the tutor/trainer and by learners during and between learning and assessment sessions. • The promotion of equality and support for diversity in teaching and learning are satisfactory. • Advice, guidance and support help to motivate learners to succeed in their learning and progress.
<p>Inadequate</p>	<p>Teaching, learning and assessment are likely to be inadequate where any of the following apply.</p> <ul style="list-style-type: none"> • As a result of weak teaching, learning and assessment, learners or groups of learners are making inadequate progress and are likely to be unsuccessful in attaining their learning goals. • Tutor/trainer does not have sufficiently high expectations and, teaching fails to excite, enthuse, engage or motivate a learner, or particular groups of learners, including those with learning difficulties and/or disabilities. • Tutor/trainer lacks expertise and the ability to promote learning. n Learning activities and resources are not sufficiently well matched to the needs of learners and, as a result, they make inadequate progress. • Opportunities are not taken to develop crucial skills successfully, including being able to use their literacy and numeracy skills. • Inadequate / no learning materials or resources are available. • Tutor/trainer shows insufficient understanding and promotes equality and diversity insufficiently in teaching sessions.

To achieve each of the above grades, all, or exceptionally almost all, of the above criteria will have been met.