Observation of Teaching Learning and Assessment

Policy and Procedures
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The following pro-formas and guidance can be access from
[www.hampshirefutures.co.uk](http://www.hampshirefutures.co.uk)

- OTLA guidance
- Guidance to Observers on Classroom Protocol
- OTLA Report pro-forma (formal & developmental)
- Learning Walks pro-forma
- Classroom visit
- Class profile
- Tutor feedback form
Observation of Teaching Learning and Assessment
‘the contents of this policy is an integral part of the HF Quality Improvement Framework’

1. Purpose:
The purpose of observations of teaching, learning and assessment is to establish and continually improve standards by evaluating classroom activity against the criteria of the Common Inspection Framework (Appendix 1) and the Further Education Inspection Handbook, focusing on outcomes for learners and the quality of teaching, learning and assessment.

2. Scope:
This policy refers to all programmes of learning supported by Hampshire County Council - Hampshire Futures, including those funded or subsidised by the Skills Funding Agency, the Education Funding Agency and European Social Fund. All tutors delivering programmes, including those directly delivered are eligible for Observations of Teaching, Learning and Assessment (OTLA) through agreed arrangements with Hampshire Futures’ and Centre/Programme & Team Managers.

3. Type of observations:
Four types of lesson observations are covered within this policy:

- Formal/Graded observation (graded)
- Developmental observation (ungraded)
- Learning Walks (ungraded)
- Peer observation (ungraded)

Formal Graded observations: All tutors (with exceptions – see below) involved in the delivery of teaching, learning and assessment will be formally observed each year by their employer and/or sampled by Hampshire Futures.

In addition the following ungraded observations could be undertaken.

Developmental observations: All tutors involved in the delivery of teaching, learning and assessment may request a developmental observation. These observations are ungraded and could take place at any point over the academic year. The observations will focus on supporting and improving teaching, learning and assessment within curriculum areas and will also identify good practice to be shared across the tutor/curriculum teams. Developmental observations may also form part of an individual action plan following a formal observation. The duration of developmental observations will vary according to individual circumstances.

Learning Walks: Learning walks will follow themes identified by the Teaching, Learning & Success Team and will take place throughout the year. Learning walks are ungraded and the visit to each session will not exceed 20 minutes. No individual judgements will be given but brief verbal feedback will be offered.

Peer Observation: Centre/Programme & Team managers should assist tutors in taking part in Peer Observations where possible. This enables tutors to informally, but systematically, observe other tutors teaching, particularly those teaching in other subject areas.

Tutors participating in this activity are expected to reflect on their learning from observing other staff and to identify how their teaching skills will develop as a result.

As good practice, Centre/Programme & Team managers should encourage all tutors to complete at least one peer observation a year. Peer observation is ungraded.
4. Outcomes:
Observations may be ungraded or graded. Where observations are graded the grading standards from the Common Inspection Framework will be used:

1 – Outstanding
2 – Good
3 – Requires Improvement
4 – Inadequate

Graded observations of teaching and learning will monitor the teaching, learning and assessment, and in a more peripheral way, the leadership and management of the classes.

All observations are carried out in accordance with Ofsted’s Common Inspection Framework: education, skills and early years (CIF), and the Further Education and Skills Inspection Handbook.

Our expectation is that all tutors delivering on provision funded by Hampshire Futures will meet the requirement of being judged as good or better.

Where tutors are judged to be grade 3 - requires improvement, or grade 4 - inadequate, support interventions will be agreed and put in place by Hampshire Futures in conjunction with the centre/programme manager. The tutor will be given sufficient support and opportunity to improve and will receive a further observation no later than 6 weeks (where possible) from the date of the first observation. Where no progress is deemed to have been made the centre/programme manager will need to follow their organisation’s performance management procedure. Should the required standard not be reached within an agreed timescale Hampshire Futures will discuss with the centre/programme manager whether or not funding will continue to be provided for courses being delivered by the tutor.

5. Frequency:
It is expected that all tutors will be observed on an annual basis.

Hampshire Futures will ‘sample’ a selection of tutors across both its directly delivered and sub-contracted provision, and formal observations will be arranged for the following:

1. Tutors whose courses run for more than 10 hours, or who teach several courses totalling more than 10 hours within the current academic year
2. Tutors new to delivering or returning after a long break should have an initial developmental observation within the first 2 months of delivery, followed by a formal observation within the first two terms
3. Tutors whose class attendance figures were below 85% in the previous academic year
4. Tutors whose courses are highlighted at contract review meetings as requiring observation;
5. Courses delivered by a provider whose internal observation judgements/quality of observations have been highlighted at moderation as inconsistent
6. Courses/tutors highlighted through complaints or where concerns are raised around health and safety; equality and diversity; or safeguarding.

The following tutors will be exempt from a formal observation of teaching, learning and assessment:

- Tutors delivering courses totalling 10 hours in any one academic year will be exempt however; should any one of points 3-6 above apply, then these shorter courses may be observed.
• Tutors who have been observed in the current academic year by the provider’s own observation team and where that observation report has been sent to the Service. An exception to this would be as noted in point 4 above which would either trigger an observation by Hampshire Futures or a joint lesson observation between Hampshire Futures and the sub-contracted provider. Ongoing acceptance of the provider’s observation reports will be subject to agreed judgements at joint lesson observations.

The final decision for selecting the number and frequency of observations will be conducted in line with the Quality Assurance cycle and the following should be noted:

- Hampshire Futures relies on the full co-operation of Centre/Programme & Team Managers in completing all aspects of this work. This includes the timely notification of courses being delivered and any changes to the programme recorded on the management information system; accurate details about the venue and tutor’s contact details; arrangements for post-observation feedback; timely and effective follow-up of actions.

- Centre/Programme & Team Managers may request an observation visit to a particular tutor if they feel that this is warranted in the overall monitoring of their provision eg this may happen where there are concerns about the quality of teaching and the impact this is having on the learners’ experience.

- The need for a ‘paired’ observation between the centre’s observer and a member of the Hampshire Futures’ observation team. (Guidance on the conduct of paired observations is contained at Appendix 2).

Centre/Programme & Team Managers should also ensure that written records of findings and agreed actions are maintained by the Centre/Programme & Team Manager and shared with Hampshire Futures within 2 weeks of the observation taking place. Providers may request support and guidance from Hampshire Futures on any aspect of the OTL process. This should include arrangements for paired observation(s) between the centre’s observer and a member of Hampshire Futures’ central observation team to ensure consistency in grading and approach.

Centre/Programme & Team Managers will be asked to advise Hampshire Futures of their local arrangements for the observation of tutors delivering courses funded by; the Skills Funding Agency; Education Funding Agency; or the European Social Fund. The following key points should be noted:

• Providers are responsible for the annual observation of the tutors they employ to deliver adult and community learning courses and/or young people’s learning.

• New tutors should be observed within the first six weeks of their employment.

• The Centre/Programme & Team Manager should ensure that there is clear guidance to tutors on the process for the observation of teaching and learning, including: arrangements for booking OTLAs; classroom protocols; post-observation feedback; and systems for managing disputes.

• At least one ‘paired’ observation between an observer from the centre and a member of the Hampshire Futures’ central observation team should be arranged on an annual basis.

• Centres are required to share the reports of their own observations of tutors and to identify actions arising from the process. Copies of all reports should be forwarded to Hampshire Futures within 2 weeks of the observation taking place, on an ongoing basis throughout the year.

• Centres should use the outcomes of observations to inform performance management of their own staff, and to help them with their own development planning. Feedback from OTLAs will be a central part of the planning process for tutors’ CPD.

• Actions identified as a result of observations should be monitored and reviewed by the Centre/Programme & Team Manager and by Hampshire Futures.
- In addition to the formal observation process, a Classroom Support Visit/Learning Walk report may be used to record an informal visit to a class.
- The finding and action plans resulting from the OTLA process will inform the provider monitoring process.
- In addition, the findings should be reported within the provider’s Self-assessment Report and Quality Improvement Plan and shared with Hampshire Futures.

6. Selection of Observers:
Hampshire Futures’ central observation team may include Programme & Team Managers, Team Co-ordinators and some experienced tutors, who meet the criteria contained in the Person Specification, see Appendix 3.

7. Training of observers:
The training of observers is a critical factor in the success of the observation programme by ensuring that those observing classes are both competent observers and are following the agreed approach to the process.

Training for observers to become part of Hampshire Futures’ central/provider observation team will include:
- an introduction to both the Common Inspection Framework and FE Inspection Handbook and the application in the context of both Young Peoples Learning and Adult and Community Learning;
- training on the use of observation paperwork, gathering evidence, classroom protocol, giving feedback to tutors, grading;
- practical activities involving classroom observation.

Once the Team Manager (Teaching, Learning and Success) is satisfied with a trainee observer’s competence, s/he may be included in the central register of ‘active’ observers.

Mandatory refresher / update training will be provider to cover changes to the observation protocol, and in general to remind the team of the demands of the role.

All observation team members (where applicable) should observe a minimum of three classes per year to remain on the ‘active’ register. In addition, all observers will be expected to attend at least one standardisation activity each year.

Our expectation is that sub-contracted providers will; select observers who also meet the criteria contained within the Person Specification, see Appendix 3; engage observers to undertake a sufficient sample of observations to remain ‘active’; support observers to access refresher training as describe above.

8. Paired (joint) observations

There are two key reasons for carrying out paired observations:
- to support the training of new or inexperienced observers
- to quality assure the observations undertaken by observers
  - to aid consistency in approach to observing tutors
  - to aid consistency in grading and reporting/action planning
  - to share good practice
  - to monitor the effectiveness of quality improvement systems
  - to inform self-assessment processes (SAR)
Hampshire Futures will aim to co-observe a session with every observer from both our internal team and those from our sub-contracted providers in order to quality assure the process and to support standardisation. See Appendix 2 for Guidance for observers undertaking paired observation.

9. Arrangements prior to an observation

As outlined above, Hampshire Futures’ central observation team will undertake a number of observations in order to ‘sample’ the standard of teaching and learning across the provision.

Where Hampshire Futures is responsible for the arrangements relating to an observation visit, the following will apply:

- The centre manager will be contacted by email, with details of both the tutor and class identified for an observation. The centre manager will be asked to forward a notification email to the tutor within the given timescales. In most cases tutors will be given two days’ notice of an observation visit, although there may be occasions when no notice is given eg where a class has been re-arranged or for reasons of efficiency. A copy of the notification will be sent to the tutor’s line manager. (see Appendix 4a &4b)

- The Centre should advise Hampshire Futures of any special circumstances relating to the class eg any cultural, gender specific or social issues relating to learners or the session: where appropriate, this information should be included in the Tutor’s Course File using the Class Profile sheet.

- Hampshire Futures will ensure that the observer is properly briefed and is aware of any key priorities, and is particularly interested in receiving feedback about eg the effective implementation of its Equalities or Safeguarding policies.

- Hampshire Futures will expect observers to check the contents of the Tutor’s Course File against the Course File checklist and to report any omissions.

- Hampshire Futures will ensure that observation team members have current identification and that they feel comfortable with arrangements for their own personal safety when making visits.

- Hampshire Futures will remind the observation team of the reporting deadlines and give them clear contact information for this purpose. Observation reports must be submitted by email within three days of the observation.

‘No-Notice’ Observations of Teaching and Learning

- Hampshire Futures will follow the above procedures for the majority of the observation programme. However, there may be other occasions when observations are carried out without notice to the tutor or Centre Manager, for example where there are concerns about a course or where Hampshire Futures is experiencing difficulties in arranging a sample OTL or a complaint has arisen which needs further investigation.

- At all times, observers will adhere to classroom protocols and other reporting procedures outlined in this document.

10. Classroom protocol:

Observers must be effectively trained before they are allowed to observe classes unaccompanied. An important feature of the training refers to their conduct and professionalism when making a visit. Guidance to tutors on the protocol for observations is included at Appendix 5.

11. Reporting procedures for observation team members

It is important that information and judgements about classes observed are reported with the minimum of delay. This will not only make for an efficient and effective system, but will also ensure that information is current and valid in the minds of those required to act upon it.
A template for the OTL report is available and is intended to encapsulate the observer’s findings in a concise and evaluative way.

Observers should send their completed observation report in the approved format to Hampshire Futures within three days of visiting the class, via email (hampshire.futures@hants.gov.uk).

If an observer has any uncertainty about their observation judgements made they are to be encouraged to discuss this with the Team Manager Teaching, Learning and Success before submitting their final report.

If an observer has any concerns about Safeguarding, Prevent or Health and Safety, or if the session is judged to be Inadequate, the observer should report his/her findings to the centre manager and then to the Team Manager (Teaching, Learning and Success) as soon as possible and within 24 hours.

Observation reports should be completed, include an unmoderated grade and be word-processed. Handwritten notes taken during a session should be retained and made available to Hampshire Futures on request.

Observers should always keep a copy of each report and their handwritten notes until asked by Hampshire Futures to hand them in or to dispose of them.

Hampshire Futures should acknowledge receipt of the report. If any aspect of the report is unclear, the observer should be advised as soon as possible, and will be asked for clarification, further information or amendments as necessary.

Reports should not be sent or shown to anyone else, including Centre Managers, at this stage. This is because the information contained in reports is confidential and is the intellectual property of Hampshire Futures, who will decide how and when to pass it on.

It is particularly important that observers do not discuss or divulge any matter relating to their observation findings with anyone outside of the observation team unless it is a safeguarding concern as noted above.

At all times, the content of each report remains confidential and must not be discussed by the observer with any third party.

12. Moderation:

Hampshire Futures will seek to moderate all grade 1 & 4 reports and a 40% selection of grade 2 & 3 reports received, based on the evidence and language contained in the report. Moderation of the report will be undertaken by relevant Managers and Team Co-ordinators, with reference to the observer where necessary.

Moderation of grades will take place on a fortnightly basis or when 10 or more reports have been received. If moderation has not taken place prior to the report being passed to Centre Managers, there will be a clear indication that the grade is still ‘subject to moderation’. In the event of the grade being changed at moderation the centre manager will be informed and a new report issued.

In general, moderation will be based on the descriptors used in the observer’s report and on the weight and scope of evidence reported.

Where there is broad concurrence with the observer’s grade, it should be accepted and passed as accurate by Hampshire Futures. This is because the observer was actually present at the class whereas the moderator was not.

Where there is greater disparity, further discussion will be required, and clarification on specific points sought from the observer. Discrepancies usually arise from poor use of language, or conflicting evidence in the report, and observers should be continually encouraged to be as explicit as possible in their reporting style and use of language. This also helps to deal with disputes at a later stage should evidence or grades be challenged.
• Final decisions on, and responsibility for, moderated grades rests with the Team Manager (Teaching, Learning and Success).

• Where a session is awarded an unmoderated grade 4, or there is a major issue eg Health and Safety or Safeguarding, Hampshire Futures will advise the Centre Manager urgently and certainly within 24 hours.

• Observers will draft recommended actions within their reports which will highlight areas for improvement that need to be addressed and/or good practice that could be developed and/or disseminated to other practitioners. Hampshire Futures will follow up on completion of action points. An Action Plan Review will be completed and monitored following each observation by a member of the Hampshire Futures quality team.

13. Post-moderation reporting
All reports including moderated grades will be sent to Centre Managers as soon as these are available.

Arrangements for giving feedback to tutors must take into account the following:

• the need to minimise the time elapsed between observation and feedback
• the availability of the tutor to receive feedback, and other factors relating to timing, such as term ends, etc.
• the experience and standing of the Centre Manager as someone qualified to give feedback to a tutor
• the medium through which this is done. Often, a poor reaction follows when reports are simply posted to tutors. Centre Managers should conduct short, confidential face-to-face interviews with each tutor so that:
  • they can share the moderated report
  • achievement and success are acknowledged
  • tutor's written feedback is discussed
  • issues and concerns are addressed constructively
  • action points are agreed with the tutor that will feed into the centre’s improvement plan to address issues arising from the observation.

• Where there are specific concerns about the performance of an individual tutor, the Centre Manager should report progress in giving feedback to the tutor to Hampshire Futures and pass on details of any issues or disputes arising. Copies of completed Observation Action Plan Reviews should be sent to Hampshire Futures within two weeks of feedback interviews with tutors. For any session graded lower than grade 2, clear actions to manage the performance of the tutor should be included in the recommended actions section of the main report and also included on an Action Plan Review.

Actions arising from observations of teaching and learning will be monitored by Hampshire Futures Team Managers/Team Co-ordinators.

14. Complaints:
If a centre manager wishes to make a complaint regarding the conduct of an observer undertaking an observation on behalf of Hampshire Futures, the complaint should be referred immediately to the Team Manager - Teaching, Learning and Success who will follow up any such complaint in line with our Complaints Policy.

15. Appeals:
Appeals following an observation report. There are only three criteria by which an appeal against a grade can be made:
1. The observer has not complied with the OTLA policy
2. The tutor can evidence factual inaccuracies contained within the report
3. The tutor disputes the grade awarded.

Only tutors, and not a Centre Manager, may formally dispute observation findings and the final grade awarded. This is because only they are in a position to offer first hand evidence of what took place during the observation visit. They may, however, ask their manager to raise the matter on their behalf.

- Tutors should, in the first instance, make the case to their line manager, either verbally or in writing, within seven days of receiving their grading feedback.
- Based upon the tutor’s comments, the line manager may decide to seek further advice from Hampshire Futures and may ask the tutor to write their concerns down if they have not already done so. Any concerns should be based on concrete evidence about what took place in the class on the day of the observation visit.
- The original Tutor Feedback sheet, completed immediately after the observation, will provide useful information for Hampshire Futures.
- Tutors and line managers will not be allowed to discuss concerns with the observer. Once the observer has visited a class and submitted a report and a grade, the responsibility passes to Hampshire Futures to moderate the findings and ensure that the reporting procedures are followed.
- If an appeal matches one of the three criteria above the likely outcome will be a re-observation of the class.
- Depending on the nature of the dispute, Hampshire Futures will decide whether to re-observe the class. If it is satisfied that the original grade is correct, a decision may be made not to do this, unless the class was deemed inadequate.
- Where a class is re-observed, the same reporting protocol as the original observation applies, though a face-to-face feedback interview with the tutor is now a requirement.
- Any further challenge to the grading resulting from the second observation will not normally be permitted.

16. Re-observation of classes

When an observer decides that what s/he has seen is inadequate, s/he is required to award that class a grade 4. Once Hampshire Futures has moderated the grade, it should immediately agree remedial action with the Centre Manager and/or the tutor, and follow this by arrangements for a further (timely) observation visit.

- A further observation visit should be undertaken within 4 weeks in which time the Centre Manager and/or Hampshire Futures will have agreed the necessary interventions to support the tutor to the required improvements.
- The class should not be observed by the observer who gave the original grade 4. Arrangements for selecting and briefing an observer, and for informing the tutor of arrangements, follow the normal protocol.
- It is not necessary for the observer to see the original observation report, though Hampshire Futures will identify specific criteria for the observer to pay particular attention to, linked to the previous observation. It is not appropriate for the new observer to discuss the original class visit with the original observer.
- In many cases, an improvement is noted. However, in the event of the class still being deemed inadequate, Hampshire Futures will discuss the issue with the Centre Manager and further measures agreed to bring about improvements. This process must be transparent and the tutor
should be kept informed at all times about what has been discussed. S/he should be invited to contribute to decisions about remedial action, where this is considered appropriate. If two consecutive grade 4 observations are awarded on the Service will request the tutor to be removed from delivering on Hampshire futures funded provision.

In addition, all classes awarded Grade 3 (Requires Improvement) should be re-observed within a six week period. The re-observation may be undertaken by a member of the central observation team or the centre’s observer.

17. External Verification
External observers may be employed by Hampshire Futures to conduct classroom observations to provide additional support to the observation team and for benchmarking purposes. This policy and relevant documentation will be made available to external observers before a contract is issued and will form a part of the contract.

18. Standardisation Process
Standardisation meetings, consisting of observers of the Central Observation Team as well as those of our sub-contracted providers will meet three times per academic year (usually December, April and July). Standardisation will review:

- all observation reports graded 2, not previously moderated
- a selection of HF ‘sample’ and provider ‘own’ reports, representing at least one report from each observer and across the grade profile
- the effectiveness of the OTLA process

All observation team members from Hampshire Futures and subcontracted providers will be required to attend at least one standardisation meeting each year.
Appendix 1

Grade descriptors: quality of teaching, learning and assessment

Ofsted grade descriptors are not a checklist but are used by inspectors adopt a ‘best fit’ approach that relies on the professional judgement of the inspection team.

Hampshire Futures observers will adopt the same approach.

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<td>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.</td>
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<td>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.</td>
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<td>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.</td>
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<td>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.</td>
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<td>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.</td>
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<td>Staff set work that consolidates learning, deepens understanding and develops skills, and prepares learners very well for their next steps.</td>
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<td>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.</td>
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<td>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.</td>
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<td>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.</td>
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<td>Most learners enjoy their learning across the provision. Teaching challenges them and enables them to develop, consolidate and deepen their knowledge, understanding and skills</td>
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1 Further education and skills inspection handbook
August 2015, No. 150076
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.

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.

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.

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.

Where appropriate, parents and/or employers are informed about learners’ progress in relation to the standards expected.

Staff challenge stereotypes and the use of derogatory language, including at work. Staff promote equality of opportunity and diversity in teaching and learning.

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

Hampshire Futures interpretation of Requires Improvement (3)

Teaching, learning and assessment requires improvement and is not yet good.

Some learners enjoy their learning across the provision. However, there is insufficient challenge from the tutor to enable learners to develop, consolidate and deepen their knowledge, understanding and skills well.

Some 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. However this is inconsistent across the cohort of learners. This has a positive impact on learning for some, but not all learners.

Tutors give learners feedback that details what they need to do to improve; but only some learners act on this to make improvements.

Tutors do not assess all learners’ knowledge and understanding with sufficient frequency to ensure that they are all making at least the expected progress throughout their time with the provider, including the time spent at work or on work experience. Tutors do use this information to plan activities in which some learners undertake demanding work that helps them to make strong progress, but not consistently across the cohort. In most cases tutors 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.

Tutors do not consistently challenge stereotypes and the use of derogatory language, including at work. Tutors do not consistently promote equality of opportunity and diversity in teaching and learning.

Tutors do not consistently develop, where appropriate, learners’ English, mathematics, ICT and employability skills to prepare them for their future progression.
Inadequate (4)

The judgement on the quality of teaching, learning and assessment is likely to be inadequate where one or more of the following applies.

- Teaching and/or assessment is poorly planned.
- Weak assessment practice means that teaching fails to meet learners' needs.
- Learners or particular groups of learners are making inadequate progress because teaching does not develop their knowledge, understanding and skills sufficiently.
- Learners are not developing English, mathematics, ICT or employability skills adequately to equip them for their future progression.
- Staff do not promote equality of opportunity or understanding of diversity effectively and this disadvantages individuals or groups of learners.
- As a result of weak teaching, learning and assessment over time, learners or groups of learners make insufficient progress and are unsuccessful in attaining their learning goals and progressing to their planned next steps.
- Staff lack expertise and the ability to promote learning and learners do not see its relevance to their everyday lives and planned next steps.
Appendix 2

Guidance for Observers for Paired (Joint) Observations (HCC/Learning Provider)

There are two key reasons for carrying out paired or joint observations:

- for training of new or inexperienced observers
- to quality assure the observations undertaken by sub-contracted provider observers
  - to aid consistency in approach to observing tutors
  - to aid consistency in grading and reporting/action planning
  - to share good practice
  - to monitor the effectiveness of quality improvement systems
  - to inform self-assessment processes (SAR)

Process

- Observation is arranged in the usual way.
- Observers meet briefly prior to the observation to review scheme of work, ensure shared understanding of the purpose, process and protocols
- The feedback will be given by the most appropriate person eg if the provider’s observer is experienced he/she will feed back to the tutor whereas an inexperienced/trainee observer may prefer to observe the feedback being given by the HCC observer.
- Following the observation, observers compare their findings and agree brief verbal feedback to be given to tutor. The observers may agree a grade but should not share this with the tutor.
- The provider’s observer will write his/her own report and action plan and submits this as the main report for moderation, within 3 days of the observation visit. The HCC observer will take notes and review the pre-moderated OTLA report
- If, on reflection or following moderation, either observer considers that the original discussion did not focus sufficiently on certain aspects of the session; decides that the ‘agreed’ grade may be inaccurate; or has any other concerns about the observation, there should be further discussion between the two observers.
- The observer’s moderated report and action plan is formally issued to Centre Manager who arranges formal feedback to the tutor, (see also page 9 – post moderation reporting).
- Any further discussion or concerns, eg following feedback to the tutor, should be referred to Hampshire Futures’ Team Manager, Teaching, Learning and Success.

Protocol

- Give sufficient written notice of the visit, who will be visiting and copy to all parties.
- Follow existing classroom protocol as detailed in Policy and Procedures, including identifying a suitable time to give feedback to the tutor.
- Ask the tutor for a copy of the Course File, including marked register and H&S risk assessment (both should be signed and dated by the tutor).
- Agree a suitable (unobtrusive) place to sit where you can both see and hear well.
- Tell the tutor that you are there to observe the quality of the learning experienced by the learners and agree when it will be appropriate to talk with some learners without disrupting the lesson.
- Speak to different learners, asking open questions as appropriate.
- Take individual notes during the observation to record your findings. Write evaluative comments before feeding back to the tutor.
- Do not take part in the learning activities.
- Plan your exit so as to minimise disruption to the class.
- Give feedback to the tutor at the agreed time.
- Do not give a grade at this stage (as report(s) will need to be moderated.
- Thank the tutor and learners as appropriate.
## Appendix 3

**Person Specification for Observers of Teaching and Learning**

<table>
<thead>
<tr>
<th>Experience</th>
<th>Essential</th>
<th>Desirable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experience of teaching 16-18yrs and/or 19+ learners in community learning settings</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>Experience of 16-18yrs and/or 19+ learners curriculum / management specialism</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>Classroom observation experience</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>Mentoring/supporting young people and/or adult educators</td>
<td></td>
<td>✔</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Qualifications</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject specific or professional qualification as appropriate</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>QTLS; or Level 4 Certificate in Education and Training; or Level 5 Diploma in Education and Training; or PGCE; or Cert Ed; or PCET; or DTLLS</td>
<td></td>
<td>✔</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Abilities/Aptitudes</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Able to deliver high quality teaching and learning to adult learners and/or young people</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>Excellent communication skills</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>ICT literate</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>Understanding of the criteria contained in the Common Inspection Framework/FE Inspection Handbook</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>Commitment to promoting all aspects of Equal Opportunities and good Safeguarding practice</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>Able to attend initial and ongoing training for observers of teaching and learning</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>Able to attend ongoing standardisation meetings</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>Sensitivity towards a range of learning needs</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>Able to work flexibly in terms of time and location</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>Own transport</td>
<td></td>
<td>✔</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Other</th>
<th></th>
<th></th>
</tr>
</thead>
</table>
Appendix 4a

Subject: - Notification of tutor to be observed

Dear

I am writing to inform you that [observer name] from Hampshire Futures’ observation team would like to visit [insert tutors name] [insert title] class [course code] on [date] at [time]. Please could you forward the attached notification to the tutor giving them agreed 2 days notice of the observations?

If the course has failed to recruit, or your notice any details that are incorrect or have changed, please let us know by return.

Appendix 4b

Subject: Observation of Teaching and Learning

Dear (insert tutors name)

Observation of Teaching, Learning, and Assessment

I am writing to inform you that [Observer name] from Hampshire Futures’ observation team would like to visit your [insert title] class [course code] on [date] at [time] at [venue], [venue address]. [Observer’s first name] will aim to arrive 10 minutes prior to the start of the observation.

Please would you email a copy of your scheme of work to the observer prior to the visit, or pass the observer a paper copy of both your scheme of work and your session plan at the start of the observation. [Observer’s first name]'s email address is [email address].

May I reassure you that all our observers are qualified and experienced tutors or managers and fully understand the particular demands of teaching in an adult and community or young people’s learning setting. They have been trained to conduct effective observations of teaching, learning and assessment and will observe a strict professional protocol during their visit to your class. Observers are likely to wish to talk to some of your learners and will expect to see your Course File.

The following information may help you in preparing for the observation visit:

Hampshire Futures’ Quality Documentation can be downloaded from the Hampshire Futures’ VLE at www.hampshirefutures.co.uk this includes a Course File checklist.

The Common Inspection Framework: education; skills and early years and the FE Inspection Handbook contain the criteria which will be used by observers for judging and grading your class.

A Class Profile (QD04a) and Tutor Feedback (QD28) forms are available for you to use: to record information about the group or the session for the observer prior to the observation; and to record your reflections on the session delivered. The latter will be useful as a basis for discussion at the time of the feedback meeting with your Centre Manager.

Observations of teaching, learning and assessment are a necessary part of our quality improvement procedures. If you would like more information or some re-assurance about the process, please contact your Centre Manager in the first instance.
Appendix 5

Guidance to Observers on Classroom Protocol during an observation

- Ensure you carry identification with you at all times.
- Switch off your mobile phone before you enter the class.
- If you are observing the first part of the class, aim to arrive 10 minutes before the start. You should ensure that you have access to the Tutor’s Course File, including the scheme of work and session plan, as well as a copy of the Class Profile where available.
- The tutor should be aware of the reason you are there, but if you have not confirmed details with the tutor by phone or email, check that s/he is aware that the observation is taking place and what you would like to do (e.g., look at learners’ work, talk to learners), and how long you expect to be there. Explain the feedback process including the plans for sharing good practice across the service, and explain how your judgements will contribute to the report about the whole service’s provision.
- If you are observing from the mid-point of the class you will need to have had email or telephone contact with the tutor to confirm arrangements so that any disruption to the class caused through your arrival is minimised.
- Remind the tutor that you are there to observe the quality of teaching, learning and assessment, and the experience of the learners.
- If for any reason you do not have access to a copy of the session plan ask the tutor what s/he is planning for the session, (a copy of the session plan should be included in the Tutor’s Course File).
- Ask the tutor if s/he wants to introduce you to the group or if s/he would like you to do that.
- Take notes during the observation to record your findings. Write evaluative comments before feeding back to the tutor. Do not be obtrusive in your note taking, but make sure you can create an accurate record, including quotes from learners, as a result of the visit.
- Do not participate in the learning activities.
- Ensure that the tutor knows that you will wish to speak to the learners. Ask the tutor when there will be an appropriate time to do so. (In some types of provision, such as a dance or yoga class, you may only be able to do this before or after the class, so time your arrival accordingly).
- Always be aware of personal sensitivities of the learners and the tutor; ensuring that all individuals feel they have been treated with the appropriate dignity and respect during an observation, this is relevant in all types of provision.
- Plan your exit so as to minimise disruption to the class and try to have a brief word with the tutor to say thanks. If your exit will cause distraction (e.g., during a tutor led session) do the best you can to minimise this distraction. Don’t feel you have to stay until the end.
- Formal Observation visits should normally last for approximately 45 minutes to. At the end of the visit, if feasible, you should offer brief feedback to the tutor on the evidence you have gathered and your judgements. **You should not however give a grade at that stage, as all grades are subject to moderation.** Should any discussion of grading take place, this must be made explicitly clear.
- Tutors should be asked to complete the Tutor Feedback sheet to provide a record of their reflections on the session.

You should not leave a copy of your observation notes or your draft report with the tutor.