

# **Observation of teaching, learning and assessment 2022-23**

- Tutors are risk assessed and an observation is planned in accordance with their risk rating
- Two day notice of observation is provided in line with Ofsted, unless more notice is requested by the tutor on medical or ethical grounds relating to the subject of the lesson and agreed by their line manager. Learning walk week dates are communicated to tutors prior to commencement.
- Lesson observations are ungraded except for those tutors within their Probationary period or where the observer judges the practice to be consistently requiring improvement. Lessons are judged against the staff skills matrix as exceeding expectation, meeting expectation, partially meeting expectation or not meeting expectations.
- Tutors graded 'requires improvement/not meeting expectation' are offered dedicated support to improve their teaching methods and will be re-observed within 6 weeks. If they have not improved to good or outstanding then the necessary action will be taken.
- New tutors, courses deemed to be at risk, or those where a complaint has been made, will be observed as a priority.
- All tutors will receive verbal feedback after the class, where this is possible or as soon as is practically possible.
- Tutors have the opportunity to reflect and feedback on the observation directly with the observer and/or line manager.
- The written observation report will be sent to the tutor within 12 working days
- Observers will co-observe in order to moderate standards of observation reporting.
- Training and support for new Observers is provided by the Quality Improvement Manager.

## **Class record audit**

The observation process is supplemented by class record audits.

In addition to the annual observation all tutors will have their class records audited as part of the quality cycle.

## **Deep dives**

A schedule of deep dives will take place across specific curriculum areas over the academic year, the purpose of the deep dive exercise is to:

- Support teaching staff in their own personal development.
- Identify good practice and opportunities for sharing.
- Identify CPD need for individuals or teams.
- Up-skill heads and coordinators in relation to collecting and using learner voice to measure impact.
- Monitor the standard of the work produced in the classroom and progress being made.

## **Sharing good practice**

Good practice, once identified will be discussed within curriculum groups to decide if and how the practice should be shared:

- Mentoring
- Shadowing/Peer observations
- Sharing skills and ideas at staff curriculum meetings

## **Mentoring**

Managers will arrange for all new and returning tutors to have a named mentor, who will advise and support them in induction and throughout the year.

- Managers will identify tutors who can act as mentors, on the basis of their good practice, identified in observations and available contact time.
- Each mentor will be allocated a specific amount of contact time for every tutor they mentor
- Managers will identify tutors who would benefit from shadowing other tutor/s on the basis of their lack of experience, qualifications or areas for improvement identified in observation reports.

## **Support in developing practice**

All teaching staff can request a support observation. This will be ungraded and focus on strategies to help tutors develop their skills and deal with any issues they have with specific classes or courses.

## **Tutor CPD**

- The Tutor and their Manager will identify through their performance management review areas for continuous professional development.
- A CPD programme will be offered to develop tutor awareness of equality and diversity, skills for life and e-learning. Specific CPD on pedagogy will ensure that tutors continue to develop their teaching practice by focussing on areas for improvement identified through observations.
- E-learning training will be on-going and developed to meet specific skill levels.
- Managers will report CPD requirements taken from appraisal meetings to HR/Quality.
- Tutors are expected to gain a Level 2 qualification in English and Maths (functional skills) and an appropriate teaching qualification within the first two years of teaching.

## **Tutors as reflective practitioners**

Tutor reflection and self-assessment are key factors in improving teaching, learning and assessment:

- Tutors will have the opportunity to reflect through their appraisal meeting and have the opportunity to evaluate the OTLA process.
- At curriculum team meetings, there will be the opportunity to share and capture examples of good practice in teaching, learning and assessment.
- Lesson plans will have evidence of reflection through evaluation, ILP's tracking sheets and end of course evaluations.
- Tutors will be supported through observations and to develop and actively use course files to record evidence of good practice and identify areas for improvement.
- The College is moving to a tutor-centered model of unseen observations, through reflection and pre and post session professional dialogue.