



OBSERVATION OF TEACHING, LEARNING AND ASSESSMENT
STRATEGY AND OBSERVATION PROCESS
MAY 2019

Context

1. Green Labyrinth (GL) is committed to ensuring that observation of Teaching, Learning and Assessment (TLA) is developmental and supportive with outcomes for learners being central to the process.
2. GL is committed to ensuring that the overall performance and quality of the delivery are of a high standard across all training provision and delivery. To this end, they ensure that the learner experience is positive, continually improving and meets the needs of the individual learner (and their employer where applicable).
3. Professional standards for teaching and learning are set by the Education Training Foundation and Ofqual. The Common Inspection Framework (CIF) sets the standards for the quality of delivery, which can include a grading structure which can be used to support judgements. The quality of TLA, within the CIF, provides the main criteria against which direct delivery is judged.
4. Judgements of the quality of TLA should be comprehensive, detailed and standardised, based on the evaluation of a variety of evidence, primarily observations of TLA and direct learner feedback. Provision should be graded using the CIF grading structure. Although the Grade is no longer an Ofsted requirement, the performance criteria for each Grade still sets an excellent benchmark. The follow grading descriptors will be adopted by Green Labyrinth from January 2019.
 - a. EXCEPTIONAL
 - b. BENEFICIAL
 - c. NOT YET BENEFICIAL
 - d. UNPRODUCTIVE

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| Author: OTLA Team |
| Version/Date: OTLA Ver5/ 7th May 2019 |
| Review Date: 7th May 2020 |

Purpose

1. A quality framework for observations is required to ensure company-wide robust, reliable and effective delivery systems.
2. This quality assures teaching, learning and assessment standards and drives quality improvement.
3. The evidence generated through this will be used by GL to identify strengths and areas for improvement across all of our TLA delivery.
4. **The purpose of GL's observation process** is to ensure: (more specific definitions are on page 13 of this document)
 - learners are receiving a high standard of education, training and assessment which meets internal and external standards
 - teacher's **planning** is evaluated for its effectiveness of teaching and learning
 - the impact and effectiveness of **resources** is evaluated, specifically IT and innovation
 - the relevance and **purpose** of the lesson is evaluated and how the **pace** of the lesson engages the learners
 - the **feedback** given to learners is evaluated and how it supports effective teaching and learning
 - the **progress** made by learners is measured within the lesson and TLA is adjusted accordingly
 - identifications where improvement of the quality of the learning experience is required to further promote achievement and engagement
 - learners feel safe during the learning experience and that safeguarding and equality and diversity are promoted throughout the learner journey as part of our inclusive learning practice
 - development of solutions to TLA areas for improvement and implementing appropriate CPD and/or formal training
 - promotion of staff and curriculum development and dissemination of good practice

GL Observation Policy

All Green Labyrinth **tutors and Work Based Learning (WBL) consultants** will be observed at regular intervals. GL's policy and process focus on aspects which make a significant impact on learners and include the following:

Process:

- Establish an experienced team of observers (OTLA Specialists) with a nominated manager to cover **the standardisation of observer grades (EA)**
- All subject areas should be observed across all areas of delivery for Green Labyrinth Training
- Disseminate and share good practice across delivery teams
- Introduce and develop the use of **peer observation**, where appropriate, such as in the introduction of a new learner activity or new programme/course
- Using additional learner voice, review and analyse learner feedback and establish **learner focus groups** where appropriate

Quality, standardisation and moderation Process of OTLA

- Undertake **quarterly moderation** of the OTLA process across GL. The Quality Manager, Study Programme Centre Manager and Operations Director will be involved in moderation activities
- Moderation activities can include; co-observations, systematic reviewing of teaching paperwork such as SoW & Lesson Plans, team discussions about required support for tutors and company-wide initiatives
- Observation outcomes will be measured and will form part of the **KPIs set for tutors & WBL Consultants**
- Analysis of quality, grades and trends and identify strengths and weakness of the teams
- Highlight staff development needs from OTLA observations and include them in Company Training days and CPD plans to improve the quality of delivery by individuals and teams
- Adding any **areas for improvement to Quality Improvement Plan (QIP)** for monitoring and recording purposes
- Identifying and implementing QIP actions from quarterly reviews and analysis

E. GL Senior Management Team to be fully committed to monitoring and improving TLA by:

- Driving TLA quality improvement as a core business requirement as part of QIP
- Ensuring teachers and consultants have the required support to achieve a **judgement of BENEFICIAL**
- Ensuring that if a **BENEFICIAL** grade is not achieved, the tutor or consultant is supported through CPD, action planning and individual support by a nominated member of the OTLA team or subject matter expert
- Including and reviewing OTLA in staff appraisals which will now form part of the KPIs for all delivery staff
- Endorsing staff CPD activities in line with QIP OTLA requirements

Protocol of observations

Aim: To implement and manage a robust observation process for GL to monitor, celebrate and improve the quality of TLA. This also applies to Information, Advice and Guidance (IAG), teaching, assessment and learner reviews.

Methodology

Plan: The OTLA Team and Quality Delivery Manager will agree a plan of observations and when these will take place. This will be added to the Quality Calendar. Dates can also be found on the OTLA Tracker. The focus for OTLA is to improve the quality of TLA and to ensure that the learners have a positive experience with successful outcomes.

The following types of observation will be planned and carried out as part of the GL observation strategy:

Graded

- To be undertaken by a member of The OTLA Team. The observed performance is evaluated as; **EXCEPTIONAL, BENEFICIAL, NOT YET BENEFICIAL or UNPRODUCTIVE.**
- The grade given is based on matching the observed performance to the grade descriptor which most accurately reflects the standards of performance observed against **Planning, Purpose, Pace & Progress.**

Developmental

- To be undertaken by OTLA Specialists as part of GL CPD developmental activities.
- The focus of a developmental OTLA is based on recognising strengths and identifying areas for improvement in individual practice, in order to drive continuous improvement and help (new) members of the team to prepare for graded observations.

Peer

- These may be undertaken by any Tutor/Trainer/WBL Consultant/Manager to support the development of staff through the sharing of good practice, introduction of a new course or new learner activities. For example, team building activities, team problem solving or when a new programme is introduced.
- These are also encouraged to develop teaching practice for a particular learner or learning need.
- These can also be a part of a tutor or consultant's action plan from a prior observation which was graded under Beneficial.

Process of observation of teaching, learning and assessment

- GL's planned annual **Quality Calendar** will give staff adequate notice and preparation time. OTLA Specialists must inform staff at least two weeks in advance.
- Should dates change for any reason, **a minimum two week notice period** will be given by the observer to the member of staff being observed.
- The member of staff undertaking the observation must confirm arrangements for feedback with the person being observed.
- The person undertaking the observation must also check any action plans from any previous observation for training needs and actions, to inform judgments on improvements made.
- **In Study Programme, staff are formally observed a minimum of twice a year and given a final grade.** This observation will be a SMART target on a staff member's review and KPIs will be taken from areas for improvement from previous observations (of any kind).
- **Within WBL, staff will be formally observed a minimum of twice a year.** One observation will be centered around the delivery of the qualification and the other will be centered around the review process. Observations will be planned to accommodate the needs of the organisation and careful consideration will be given to those working within a care home environment.

During the observation, the observer:

- must minimise disruption and remain unobtrusive
- observe up to 60 minutes or different stages of the lesson such as the beginning, mid-session and the end for judging TLA in a classroom environment
- note attendance and punctuality of learners
- evaluate learner progress against learning outcomes
- evaluate the embedding and contextualisation of Functional Skills (English, Maths and ICT) (specifically, in classroom teaching)
- record and comment on each section of lesson observed and note strengths and AFI for *Planning, Purpose, Pace and Progress*.

Feedback from learners as part of OTLA

- Observers should aim to interview the learner or group of learners as part of the observation process, in order to triangulate evidence and to check if the lesson, assessment or review activity observed is typical of the learners '**normal experience**'.
- Notes on learner feedback should be recorded in the relevant section on the observation record.

Feedback and action plans as an outcome of OTLA

- Initial verbal feedback with the teacher should be given on the day of the observation.
- Written feedback should be provided within **5 working days** of the observation.
- The member of staff should be encouraged to evaluate their own performance by identifying what went well and less well, prior to the formal feedback session. Self-reflection is critical to the observation process. The member of staff observed is encouraged to use the self-reflection template on the last page of the lesson plan form.
- All OTLA forms must be shared with Operations Director to add to staff's HR files to support with KPI measurement.

Observer providing formal feedback

- Feedback should be evidence-based and clearly demonstrate how judgments were reached.
- The observer must provide sufficient opportunity for the member of staff to ask questions and seek clarification of any points that are unclear.
- An opportunity to discuss the feedback face-to-face with the **observer within 5 days** of the observation must be given.

Low Judgement Grade

Staff whose performance is judged as **NOT YET BENEFICIAL** or **UNPRODUCTIVE** will be provided with support as follows:

- Staff whose performance is judged as **NOT YET BENEFICIAL** or **UNPRODUCTIVE** will work with their observer(s) to agree a formal action plan within **10 days of the observation**. It should be directed to improve the Grade to BENEFICIAL or above.
- a second observation will be arranged **within 6 weeks** of the formal action plan being introduced with clear guidance from the observer, prior to the observation, with the key criteria that will be observed to measure improvement.
- The Line / Quality Manager are responsible for reviewing actual progress with action plans and adding comments to staff review forms. It is recommended that actions are reviewed **at least once** during the 6 weeks between the start date of the action plan and the date of the next observation.

High Judgement Grade

Staff whose performance is judged as **BENEFICIAL** or **EXCEPTIONAL** will be recognised by SLT and asked to support in sharing good practice company-wide, including delivering TLA relevant CPD.

All good practice identified through the observation process will be shared across GL through the following methods:

- Team and staff meetings
- Peer Observations
- Sharing of resources
- Standardisation
- CPD and Development Days

Protocol for moderation of observations

Aim: To moderate observation grades and judgements through sample observations.

Methodology

Plan: The OTLA specialists will agree a plan of sample observations. This should identify a schedule (frequency, programmes, session type/event across all aspects of delivery (induction, teaching, learning, assessment and reviews, dates/timings, learner groups, locations etc.) sufficient to moderate the grades and judgements generated through the GL observation policy. Please refer to the Quality Calendar for specific dates for work based learning observations.

Sample observations: Joint observations of a planned session:

OTLA Specialists and Quality Manager will complete a joint observation at least **once a term** where both parties will grade the session. This will form part of the standardisation of the OTLA process to ensure consistency for each observation.

Moderation: Immediately following the observation, the observers will provide a copy of their completed observation record and grading for discussion. They will:

- agree the judgements or provide sufficient evidence to moderate the judgements and grade.
- if the parties agree that there is insufficient evidence to confidently moderate the judgements and/or grade, the parties should agree and plan for additional joint observations to provide the evidence. This may include the support from GL SLT.
- if observers do not agree on a Grade, a meeting with another OTLA specialist takes place for a negotiated grade to be determined.

APPENDIX ONE

Lesson Observation Form

| TEACHING AND LEARNING - OBSERVATION FORM 2018-2019 | | | | |
|--|----------------------------|------------------|-------------------------------|--------------------------|
| Provider Name: | | | | Date: |
| Teacher/Consultant Name/s: | | | | Venue: |
| Qualification: | | | | Subject Sector Area: |
| | | | | Subject Sector Category: |
| Observer Name: | | | | Funding Stream: |
| No. of learners at start: | Total Learners during obs: | No. on register: | Time of observation: | |
| | | | Length of observation (mins): | |
| Stage in programme: | | | | |

| TIME | ACTIVITY | COMMENT | Planning | Purpose | Pace | Progress |
|------|----------|---------|----------|---------|------|----------|
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| TIME | ACTIVITY | COMMENT | Planning | Purpose | Pace | Progress |
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Learner voice/discussions with learners about the session/their progress/is this session like a normal lesson:

Marked Work (level and feedback from teacher/assessor):

Use of support staff (communication between support staff & tutor, effectiveness for EHCP learners):

Key Strengths:

| <i>To be completed by the observer</i> | | | | | OVERALL DECISION: | OVERALL GRADE: |
|--|--------------------------|--------------------------|---------------------------------|--------------------------|--------------------------|---|
| | Observed | Strength | | Observed | Strength | |
| Maths | <input type="checkbox"/> | <input type="checkbox"/> | British Values | <input type="checkbox"/> | <input type="checkbox"/> | <ul style="list-style-type: none"> • Exceptional • Beneficial • Not Yet Beneficial • Unproductive |
| English | <input type="checkbox"/> | <input type="checkbox"/> | Safeguarding/Prevent | <input type="checkbox"/> | <input type="checkbox"/> | |
| ICT | <input type="checkbox"/> | <input type="checkbox"/> | Equality & Diversity | <input type="checkbox"/> | <input type="checkbox"/> | |

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| <p><u>EXCEPTIONAL:</u></p> <p>All learners have an exceptional learning experience, making significant progress from their starting points. Learners are engaged and understand the purpose of each activity in line with the session objectives. Learners are appropriately challenged throughout the session and are able to demonstrate their own progress.</p> | <p><u>BENEFICIAL:</u></p> <p>All learners have a beneficial learning experience where they make progress. Learners enjoy the session and complete a good amount of work. They make clear progress and have been challenged appropriately.</p> |
| <p><u>NOT YET BENEFICIAL:</u></p> <p>Most learners have a beneficial learning experience although some learners make less than expected progress. Learners are not sufficiently challenged and may veer off task.</p> | <p><u>UNPRODUCTIVE:</u></p> <p>Most learners make little or no progress and as such have an unproductive learning experience. Learners experience little challenge and struggle to articulate the purpose of the session or progress made.</p> |

| EXCEPTIONAL | | | |
|--|---|--|--|
| PLANNING | PURPOSE | PACE | PROGRESS |
| <ul style="list-style-type: none"> <input type="checkbox"/> Excellent, relevant and clear start to session <input type="checkbox"/> Differentiation is visible in all activities <input type="checkbox"/> Formative and/or summative assessment is explicit on session plan and during session <input type="checkbox"/> There is a clear structure to the session which supports learning and progress. Tasks logically follow and/or build on from each other <input type="checkbox"/> Transition between activities is seamless <input type="checkbox"/> Explicit direction for support staff is given which is appropriate to learner need. Support staff show initiative in the support they give and have a positive working relationship with tutor <input type="checkbox"/> Session plan shows a clear knowledge of learners and individual needs <input type="checkbox"/> Appropriate additional activities have been prepared to ensure productive session time <input type="checkbox"/> Opportunities are planned to develop maths, English, ICT, B.V. and employability <input type="checkbox"/> Excellent, relevant and clear plenary to session | <ul style="list-style-type: none"> <input type="checkbox"/> Objectives have been shared with learners <input type="checkbox"/> Learners clearly understand the purpose of the session <input type="checkbox"/> The purpose of each activity is well explained and linked to objectives <input type="checkbox"/> Objectives are differentiated (not necessarily explicitly) to ensure lower ability and higher ability learners are suitably challenged <input type="checkbox"/> Learners clearly feel safe, are engaged and on task <input type="checkbox"/> Staff are quick to support learners who come off task with a range of strategies appropriate to learner need <input type="checkbox"/> Classroom conversations are about the activity and contribute to learning <input type="checkbox"/> Activities are suitably challenging for learner ability <input type="checkbox"/> Learner clarification is sought to ensure focus | <ul style="list-style-type: none"> <input type="checkbox"/> Learners are focused throughout the session and complete work fully <input type="checkbox"/> Classroom atmosphere is positive and industrious <input type="checkbox"/> All tasks are relevant to learning objectives <input type="checkbox"/> Staff take advantage of additional learning opportunities <input type="checkbox"/> Behaviour issues are dealt with in line with policy and learning is not affected <input type="checkbox"/> Assessment for Learning is used well and regularly to check learner understanding <input type="checkbox"/> Tutor changes activity in line with learner progress and veers off session plan if required <input type="checkbox"/> Learning is learner-centred where tutor acts as facilitator | <ul style="list-style-type: none"> <input type="checkbox"/> Objectives have been revisited within the session <input type="checkbox"/> All learners have made significant progress from their starting point <input type="checkbox"/> All learners are able to demonstrate and/or articulate the progress they have made <input type="checkbox"/> All learners are able to measure their progress against the lesson objectives and demonstrate to what extent they have met the objectives <input type="checkbox"/> Some learners will be able to evaluate how they could fully meet objectives in subsequent sessions <p><i>If applicable to session plan:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Learners have significant opportunities to develop their employability skills</i> <input type="checkbox"/> <i>Learners have significant opportunities to develop their soft skills including behaviour & respect for others</i> <input type="checkbox"/> <i>Learners have significant opportunities to develop their literacy skills</i> <input type="checkbox"/> <i>Learners have significant opportunities to develop their numeracy skills</i> <input type="checkbox"/> <i>Learners clearly understand safeguarding and PREVENT relative to life and work</i> |

BENEFICIAL

| PLANNING | PURPOSE | PACE | PROGRESS |
|---|--|---|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> Good, relevant start to session <input type="checkbox"/> Differentiation is planned and used <input type="checkbox"/> Formative and/or summative assessment is noted on session plan and there is some evidence in lesson <input type="checkbox"/> Session is well planned with a clear structure <input type="checkbox"/> Tasks connect on from each other <input type="checkbox"/> Transition between activities is good <input type="checkbox"/> Support staff are used well to support learning and work positively with tutor <input type="checkbox"/> Session plan shows good knowledge of learners and individual needs <input type="checkbox"/> Some appropriate additional activities have been prepared <input type="checkbox"/> Opportunities are highlighted to develop maths, English, ICT, B.V. and employability <input type="checkbox"/> Good, relevant plenary to session | <ul style="list-style-type: none"> <input type="checkbox"/> Objectives are shared with learners <input type="checkbox"/> Learners understand the purpose of the session with some prompts <input type="checkbox"/> The purpose of each activity is well explained <input type="checkbox"/> Objectives are differentiated (not necessarily explicitly) to ensure lower ability and higher ability learners are suitably challenged <input type="checkbox"/> Learners feel safe, are engaged and on task for most of the session <input type="checkbox"/> Staff support learners who come off task well <input type="checkbox"/> Classroom conversations are mainly about the activity and contribute to learning | <ul style="list-style-type: none"> <input type="checkbox"/> Learners are focused for the majority of the session and complete most of the work <input type="checkbox"/> Classroom atmosphere is positive <input type="checkbox"/> Most tasks are relevant to learning objectives <input type="checkbox"/> Staff take advantage of some additional learning opportunities <input type="checkbox"/> Behaviour issues are dealt with in line with policy and learning is not affected for long <input type="checkbox"/> Assessment for Learning is used (i.e. questioning) <input type="checkbox"/> Tutor changes activity in line with learner progress and veers off session plan if required | <ul style="list-style-type: none"> <input type="checkbox"/> Objectives have been revisited within the session <input type="checkbox"/> All learners have made good progress from their starting point <input type="checkbox"/> Most learners are able to demonstrate and/or articulate the progress they have made <input type="checkbox"/> Most learners are able to measure their progress against the lesson objectives and demonstrate to what extent they have met the objectives <p><i>If applicable to session plan:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Learners have numerous opportunities to develop their employability skills</i> <input type="checkbox"/> <i>Learners have numerous opportunities to develop their soft skills, including behaviour & respect for others</i> <input type="checkbox"/> <i>Learners have numerous opportunities to develop their literacy skills</i> <input type="checkbox"/> <i>Learners have numerous opportunities to develop their numeracy skills</i> <input type="checkbox"/> <i>Most learners understand safeguarding and PREVENT relative to life and work</i> |

| NOT YET BENEFICIAL | | | |
|--|--|---|--|
| PLANNING | PURPOSE | PACE | PROGRESS |
| <ul style="list-style-type: none"> <input type="checkbox"/> Unclear start to the session <input type="checkbox"/> Little or inappropriate differentiation planned and visible in session <input type="checkbox"/> Formative and/or summative assessment is noted on session plan but there is little evidence in lesson <input type="checkbox"/> Some attempt at structure to session <input type="checkbox"/> Tasks have some connection but may seem independent of each other with no transition <input type="checkbox"/> Support staff have some direction but are not used appropriately <input type="checkbox"/> Session plan shows little knowledge of learners and individual needs <input type="checkbox"/> Appropriate additional activities have not been prepared <input type="checkbox"/> Little opportunities are highlighted to develop maths, English, ICT, B.V. and employability <input type="checkbox"/> Unclear end to the session | <ul style="list-style-type: none"> <input type="checkbox"/> Objectives are not shared with learners <input type="checkbox"/> Some learners understand the purpose of the session with some prompts <input type="checkbox"/> The purpose of each activity is not fully explained which can lead to learners being off task and/or misunderstanding <input type="checkbox"/> Objectives show little differentiation if they have been shared with learners <input type="checkbox"/> Learners are engaged in some tasks <input type="checkbox"/> Staff support learners to refocus <input type="checkbox"/> Classroom conversations veer off task at times | <ul style="list-style-type: none"> <input type="checkbox"/> Learners lose focus and may not complete tasks as planned <input type="checkbox"/> Classroom atmosphere is mainly positive <input type="checkbox"/> Some tasks are relevant to learning objectives <input type="checkbox"/> Some activities may be rushed with learning opportunities missed <input type="checkbox"/> Staff do not take advantage of some additional learning opportunities <input type="checkbox"/> Behaviour issues are dealt with in line with policy but affect learning at times during session <input type="checkbox"/> Some Assessment for Learning is used but session plan is not altered accordingly | <ul style="list-style-type: none"> <input type="checkbox"/> Objectives have not been revisited within the session <input type="checkbox"/> Some learners have made some progress from their starting point <input type="checkbox"/> Some learners are able to demonstrate and/or articulate the progress they have made <p><i>If applicable to session plan:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Learners have some opportunities to develop their employability skills</i> <input type="checkbox"/> <i>Learners have some opportunities to develop their soft skills, including behaviour & respect for others</i> <input type="checkbox"/> <i>Learners have some opportunities to develop their literacy skills</i> <input type="checkbox"/> <i>Learners have some opportunities to develop their numeracy skills</i> <input type="checkbox"/> <i>Some learners understand safeguarding and PREVENT relative to life and work</i> |

| UNPRODUCTIVE | | | |
|---|---|---|--|
| PLANNING | PURPOSE | PACE | PROGRESS |
| <ul style="list-style-type: none"> <input type="checkbox"/> No clear start to the session <input type="checkbox"/> Differentiation is not implemented or ineffective i.e inappropriate challenge/too much support from staff <input type="checkbox"/> Formative and/or summative assessment is not evident <input type="checkbox"/> Some attempt at structure to session <input type="checkbox"/> Session timing is not used productively (i.e. session may start late, finish early, be dictated by late arrivals etc.) <input type="checkbox"/> Tasks have some connection but seem disjointed with no transition <input type="checkbox"/> Support staff have little instruction from tutor <input type="checkbox"/> Session plan shows limited knowledge of learners and individual needs <input type="checkbox"/> No appropriate additional activities have been prepared <input type="checkbox"/> No opportunities are highlighted to develop maths, English, ICT, B.V. and employability <input type="checkbox"/> No definitive end to the session | <ul style="list-style-type: none"> <input type="checkbox"/> Objectives are not shared with learners <input type="checkbox"/> Learners are not clear on the purpose of the session <input type="checkbox"/> The purpose of each activity is not fully explained which can lead to learners being off task or misunderstanding <input type="checkbox"/> Learners struggle to engage and require regular prompting <input type="checkbox"/> Classroom conversations veer off task often | <ul style="list-style-type: none"> <input type="checkbox"/> Learners lose focus regularly and may not complete tasks as planned <input type="checkbox"/> Evident lack of challenge where session is moving at the pace of slowest learner <input type="checkbox"/> Classroom atmosphere is not focussed on learning <input type="checkbox"/> Some tasks are ambiguous and not relevant to learning objectives <input type="checkbox"/> Staff do not take advantage of additional learning opportunities and relevant tasks may be rushed or missed out completely <input type="checkbox"/> Behaviour issues are dealt with in line with policy but affect learning regularly during session <input type="checkbox"/> Assessment for Learning is not evident and learner understanding is not checked regularly | <ul style="list-style-type: none"> <input type="checkbox"/> Objectives have not been revisited within the session <input type="checkbox"/> Learners have made little or no progress from their starting point <input type="checkbox"/> Learners struggle to demonstrate and/or articulate the progress they have made <p><i>If applicable to session plan:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Learners have little or no opportunity to develop their employability skills</i> <input type="checkbox"/> <i>Learners have little or no opportunity to develop their soft skills, including behaviour & respect for others</i> <input type="checkbox"/> <i>Learners have little or no opportunity to develop their literacy skills</i> <input type="checkbox"/> <i>Learners have little or no opportunity to develop their numeracy skills</i> <input type="checkbox"/> <i>Little or no learners understand safeguarding and PREVENT relative to life and work</i> |

| AGREED PRIORITIES FOR IMPROVEMENT: | | | |
|--|--|--------------------------------------|------------------|
| Areas for improvement (taken from key judgements against 4Ps) | Desired outcome (What will be improved for learners, how will it look?) | Action and person responsible | Timescale |
| | | | |
| | | | |
| Tutor/Consultant Name: | | Observer Name: | |
| Tutor/Consultant Signature: | | Observer Signature: | |
| Date: | | Date: | |

APPENDIX TWO

Lesson Plan Form with Self-Reflection

LESSON PLAN FORM (2018-2019)

| | | |
|---|--------------------------------|---------------------------------|
| Tutor/Consultant: | Date and Session Time: | Subject/Unit: |
| | | Lesson Title: |
| Year Group: | Number of Pupils (M/F): | Work Previously Covered: |
| Lesson Aims/Objectives: | | |
| Personalised Learning: (SEN/ EHCP/ HA/ FSM/ LAC/ EAL) | | |
| Health & Safety and/or Resources: | | |
| Focus for Observation or Previous Targets Set: | | |

| TIME | ACTIVITY -what is teacher & TA doing? -what are students doing? -resources required | DIFFERENTIATION -support -challenge -questioning | ASSESSMENT -formative -summative |
|------|---|--|---|
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LESSON EVALUATION (2018-2019)

| Your Teaching and Pupil Learning | | | | | | | | | | | |
|--|--|----------------------------------|--|----------|--|---------|--|----------|--|----------|--|
| <i>What Went Well?</i> | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 5px;">Planning</td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">Purpose</td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">Pace</td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">Progress</td> <td style="padding: 5px;"></td> </tr> </table> <p style="padding: 5px;">Any additional comments:</p> | Planning | | Purpose | | Pace | | Progress | | | |
| Planning | | | | | | | | | | | |
| Purpose | | | | | | | | | | | |
| Pace | | | | | | | | | | | |
| Progress | | | | | | | | | | | |
| <i>Areas for Improvement (3 bullet points)</i> | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="2" style="text-align: center; padding: 5px;">Your Teaching and Pupil Learning</th> </tr> <tr> <td style="width: 15%; padding: 5px;">Planning</td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">Purpose</td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">Pace</td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">Progress</td> <td style="padding: 5px;"></td> </tr> </table> <p style="padding: 5px;">Any additional comments:</p> | Your Teaching and Pupil Learning | | Planning | | Purpose | | Pace | | Progress | |
| Your Teaching and Pupil Learning | | | | | | | | | | | |
| Planning | | | | | | | | | | | |
| Purpose | | | | | | | | | | | |
| Pace | | | | | | | | | | | |
| Progress | | | | | | | | | | | |

Teacher Signature: _____

Date: _____