

Teaching, Learning and Assessment Policy & Procedures

(Observation & Delivery of Provision)

1. **Introduction**

This policy addresses two separate but connected requirements.

The first and most important requirement is to continue to further improve the standards of teaching, learning and assessment that JC Training & Consultancy provides in order to inspire learners to achieve their potential and in turn, improve achievement retention and learner and employer satisfaction.

The second requirement is to enable JC Training & Consultancy to meet the needs of partner quality and compliance agencies including but not restricted to Ofsted, relevant awarding bodies and the Skills Funding Agency.

1. **Purpose**

The primary purpose of lesson observation is to improve the quality of teaching, learning and assessment across the provision that is delivered by JC Training & Consultancy Ltd.

The session observation arrangements will include:

* Session observations will be internally graded to enable a more productive dialogue between tutors and observers.
* Tutors self-evaluation will form an important element of the process.
* The post observation meeting will focus on constructive development dialogue between the observer, the observed and the line manager.

We aim to ensure that lesson observation contributes to the creation and forms part of a culture of reflection and continued commitment to professional development.

Lesson observation activity makes a significant contribution to the overarching aim through:

* Developing the shared understanding of what constitutes good and outstanding teaching, learning and assessment.
* Supporting tutors in becoming more effective and reflective practitioners with high expectations for what learners can achieve.
* Monitoring the quality of teaching, learning and assessment across areas of provision; identifying areas of good practice and aspects where improvement is required.
* Informing development planning and other quality improvement plans.

Lesson observation findings, together with other key performance indicators such as outcome data and learner voice together with the teaching and learning reviews will form part of the appraisal of teaching staff and managers.

1. **Scope**

All delivery staff and freelance colleagues

1. **Roles & Responsibilities**

The Directors and managers are responsible for ensuring that there are comprehensive, appropriate and robust processes for lesson observation activity, recording of findings and monitoring of impact.

The team of teaching and learning Advisors (TLA’s) will conduct lesson observations across the provision.

The team is managed by the Director of JC Training & Consultancy who liaises with programme managers to schedule the lesson observation activity carried out by the team and is responsible for the team development and standardisation activities.

Observations will be carried out by IQA’s to ensure all teaching and learning is carried out in accordance with the operational and strategic plan, the lesson and session plan and the policies, procedures and codes of conduct based on the Common Inspection Framework.

1. **Types of Lesson Observations**

Lesson observation activity is comprised of:

* Formal Lesson Observations
* Unannounced Lesson Observation
* Peer Lesson Observation
	1. **Formal Lesson Observation**

All teaching staff are entitled to and should expect at least one formal lesson observation each year to support them with reflective practice and identification of strengths and development planning. Formal lesson observations are graded internally with each tutor having an observation calendar, stating the month of the observation and the name of the observer. The reasons for additional formal observations where tutors are observed more than twice will be clearly explained and discussed with the tutors and will be based on the risk analysis and outcomes.

Tutors are required to provide observers with lesson and session plans completed using the standardised approach. These together with the observation will provide the observer all that is required for assessment.

**Newly Appointed Tutors**

All new members of staff will be observed within 4 weeks of the employment/contract, irrespective of whether they are already professionally qualified or experienced tutors. This will be the formal observation approach to ensure consistency in meeting the delivery of provision.

* 1. **Unannounced Observations.**

Drop in observations compliment the system of formal observation assessment. This enables all management to gain an informed understanding of the teaching and learning in their areas. They are graded in the same manner to ensure standardised practice in the field and feedback is captured and reflected in the same manner.

Unannounced observations enable:

* Sample day to day experience and delivery
* Actively engage in monitoring of the quality of the teaching and learning
* Discuss teaching and learning best practice
* Identify good practice
* Support tutors in the delivery of the provision.
	1. **Peer Observations**

Peer observations are carried out to reflect on practices observed by the observer within and outside their immediate delivery team.

This enables:

* To experience different teaching styles and patterns
* Learn from each other’s practice
* Provide a stimulus for discussion of teaching and learning from colleagues within and outside own subject specialism.
	1. **Observation Process Paperwork**

**Scheme of Work:** An overview of the qualification content broken down into specific periods

**Lesson Observation Briefing:** A brief summary of the lesson observation process

**Lesson Plan Form:** The standard form used by tutors

**Observer’s Assessment:** The observation report form completed by the observer, highlighting areas of teaching and learning

**Development Plan Form:** The development plan generated as a result of the observation

**Tutor’s Assessment of Teaching and Learning:** The self-assessment form for tutors to complete following the observation and bring to post discussion.

6.1 **The Lesson Observation**

Observations will begin at the start of the session or a natural break within a longer session. The observer will aim to sit where they can observe all activity taking place. The observer will take extensive notes to capture the story and will draw the seating plan used within the teaching and learning.

At the end of the session the observer can ask the learner:

* Can you explain what you been asked to do?
* How does this session relate to what you are learning?
* How often are you set self-study to do outside class sessions and how much is given?
* What type of feedback are you given and how?
* How well are you progressing?

Post Observation:

Between observation and post observation meeting, the observer and tutor evaluate the session with reference to the Ofsted Common Inspection Framework (CIF) and JCT forms.

6.2 **Outcomes of Observations:**

* Grade 2 – The action plan will be completed by the observer to enable the observe to work towards outstanding practice.
* Grade 3 – (Requires Improvement), the action plan will be completed by the programme manager. Tutors will be required to work on areas of improvement in the action plan and help them prepare for re-observation.
* Grade 4 – (Inadequate), The action plan will be completed by the programme manager. Tutors will be required to work on areas of concern agreed with the development criteria set and agreed post observation. They will also be allocated a buddy with whom to team teach. They will not teach independently without supervision unless and until the subsequent is good or better. Any grade 4 will be re-observed within one month.

6.3 **Tutor’s Self-Assessment of Teaching and Learning**

Tutors are first asked to provide a summary evaluation of learning and attainment, selecting from the following options:

* All Learners
* Most Learners
* Some Learners
* Few Learners

They will self-evaluate on:

* Ability to teach
* Ability to provide robust feedback to learners
* Determine own levels of confidence

6.4 **Post Observation Meeting between Tutor and Line Manager**

This will take place within one month where the tutor will bring along their self-evaluation completed and will be used as a two-way discussion between the observer and tutor.

Observers will support tutors in reflective practice to identify key strengths and priorities for improvement in lessons and sessions. Development plans will then be updated recording the outcome with an agreed time to monitor and reflect. All paperwork involved in signed and dated by both parties and passed to the Director.

Areas of improvement will be classified into three categories:

* Independent Development – Tutors will manage their own development through seeking and accessing development opportunities identified within post meeting review
* Supported Development – Development is supported by line manager for teaching, learning and assessment during practice
* Intensive Development - Will consist of one to one support from professional development organisations. Close monitoring and team teaching required

**Teaching, Learning and Assessment Procedures:**

Tutors should be consistent to the quality assessment process. Compliance is vital in the standardised approach to teaching, learning and assessment.

**Initial Assessment:**

Initial assessment will have identified that the learner is starting on the correct qualification before going any further. This will be done vis the diagnostics skills audit and notes recorded on additional teaching and learning needs within the ILP.
Some of the areas that need to be recorded would include literacy or numeracy needs, funding and social needs and dealing with conflict.

**Induction Process:**

The learner will be talked through the standards and expectations of their qualification during the initial assessment process. This will ensure that the learner is on the correct qualification. The learner will be issued all paperwork required along with assessment methods to be used to ensure that the learner understands along with their E-Portfolio.

**Assessment Planning & Delivery:**

Before assessing your learner, you must discuss with them what assessment method is to be used to assess what criteria once teaching and learning has taken place. This will be recorded within the assessment and action plan or the progress review whichever is relevant.

The Teaching and Learning Methods to Be Used Include:

* Presentations
* Demonstrations
* Verbal questions and answer sessions
* Written Assignments
* Distance Learning
* Self-Study
* Web Research
* Augmented learning
* Open Learn portal

The Assessment Methods to Be Used Include:

* Observations
* Professional Discussions
* Assessment of Assignments Completed
* Witness Testimonies
* Product Evidence of Work
* Certificates/Badges of completion from Open Learn

**Assessment Decisions and Feedback:**

When making judgements the tutor must always refer to the standards of the award and ensure they follow all of the assessment guidelines and evidence requirements. Judgement decisions should be recorded on the appropriate paperwork either an assessment and action plan or progress review along with any actions to take place.

**Internal Quality Assurance:**

Programme managers must ensure they meet the requirements of CAMERA.

CAMERA:

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| --- | --- |
| Factors | You Will Need to Consider |
| Candidates | Ethnic origin, age, gender, other factors, special needs etc. |
| Assessors | Experience and qualifications, workload, occupational competence |
| Methods of Assessment | Q&A, professional discussion, observation, product evidence, assignment completion, tests |
| Elements Within the Qualification | Problem areas, Special Requirements |
| Records | Reports from assessors, correct assessment practice, IQA records, Candidate portfolios, other assessment locations |
| Assessment Locations | Workplace assessments, Centre assessments, on and off the job training |

Through internal quality assurance, JC Training & Consultancy ensures that the standards are maintained and not compromised and any malpractice is flagged and addressed/investigated.