**Observations of Quality of Education**

We conduct regular lesson visits and learning walks based on the standards outlined in the **Education Inspection Framework (EIF)** to support continuous improvement within the service. These visits provide an objective overview which is used to further enhance and disseminate existing good practice and also identify and address areas for development across our provision.

As well as focusing on RARPAP and monitoring the quality of education together with Personal Development and Behaviour and Attitudes, observers will assess further aspects that affect the quality of outcomes for learners. More specifically, the consistency and take up of CEG/IAG, learner progression, all other documented service priority development areas and learner feedback. Observers will also assess the quality of teaching and learning resources and appropriateness of the accommodation.

The overall purpose of these visits is developmental. We want to drive up standards to ensure that as many of our learners as possible benefit from outstanding teaching that develops the ‘whole person’ and maximises opportunities for all our learners to achieve their goals.

**Observation focus**

Each year, members of the Skills and Employment team carry out lesson visits and learning walks accross all curriculum areas. Within these visits, we have specific teaching and learning themes which vary each year such as:

* Quality of RARPAP including robust initial assessment that considers all the support needs a learner might have to progress his/her learning effectively.
	+ Quality of learning targets set
	+ Is progress being monitored effectively against these targets?
	+ Are short term targets being set, achieved and then reset?
* The development of the whole person including personal development (PD) and behaviour and attitudes (BA)
* Tutor recording of formative assessment
* Innovative approaches to developing underpinning skills in English, maths and the range of teaching and learning methodologies used by the tutor
* How tutors are marking work, their provision of both verbal and written feedback, and whether they provide appropriate opportunity for learners to respond to it
* The extent to which Prevent, British Values, on-line safety and Equity, Diversity and Inclusion are embedded into planning, teaching and learning, resources etc.
* The impact of learning through effective IAG informing positive progression

**Things to think about in your sessions in relation to RARPAP:**

* Will the course/session targets really challenge these learners?
* Am I using a strong range of assessment techniques?
* Will these goals help the learner achieve the aims?
* Am I recording learners’ progress after every session?
* Am I giving each learner written and verbal feedback on what they need to do to improve, and are they receiving the opportunity to appropriately respond/correct their work?
* How will we celebrate success at the end of the course?
* Are the learners equipped to decide on their next steps and to continue their learning journey? (employment, volunteering, further learning)

**Things to think about in your sessions in relation to Personal Development and Behaviour and Attitudes:**

* **Attendance**

Is there prompt and regular attendance at sessions? Have learners informed me that they will be late/absent? Have I challenged lateness appropriately, and have I followed up on any unauthorised absences to ensure the wellbeing of the learner(s)?

* **Following guidelines**

Do learners follow the guidelines for behaviour and conduct, including management of their own feelings and around bullying, and how they relate to others? Do I demonstrate and promote British Values in your manner and in the session content?

* **Understanding risks**

Do learners understand how to keep themselves safe from risks such as exploitation and extremism, including when using the internet and social media?

* **Personal and Spiritual, Moral, Social and Cultural (SMSC) development**

Are there opportunities for learners’ personal and SMSC development so that they are well prepared to respect others and contribute to wider society and life in Britain today?

* **Healthy lifestyles**

Do learners know how to keep themselves healthy, including through exercising and healthy eating?

* **Self-confidence**

Is each learner improving in self-confidence and understanding their potential to be a successful learner?

* **Choices**

How well informed are learners about their next steps? Do they know how to locate independent careers advice and guidance?

* **Transferable Skills and Aptitudes**

Have the learners received the opportunity to develop/practice these skills? How have they helped prepare the learners for their next steps on their learning journey towards employability?

**Tutor Course Files must contain the following as a minimum:**

Working Scheme of Work and Risk Assessment; class register; records of individual progress: records of group progress against learning outcomes; session evaluations; copies of all teaching and learner resources; induction and initial assessment information; ILPs.

For accredited provision include: Awarding Body unit specifications (including assessment criteria and learning outcomes) and records of current learner progress against these.

**Notice of Lesson Visit**

Tutors will receive no more than 2 days notice of an intention to visit a lesson. This is in line with Ofsted notification of inspections. Prior to the visit, a copy of the Lesson Visit pro forma is sent to the direct delivery tutor (or to the commissioned partner manager to forward on to their tutor) Observations will take a minimum of 40 minutes and during the visit the observer will expect to see:

* The tutor course file
* A working scheme of work (some tutors may wish to provide a session plan)
* Records of initial and formative assessment and evidence that assessment informs planning
* Group progress tracking documentation
* Learner files and ILPs
* Learner work, including written tutor feedback to the learner, and evidence of learner response
* Learning resources
* Class register (complete and up to date)

**The observer will also speak to learners about their experiences on the course so please ensure that you include opportunities for this to take place when planning for the session.**

**No Notice Learning Walks**

The Skills and Employment team may complete at least one class visit per programme to evaluate the learner experience. Visits will be themed depending on the focus for the term. There will be **no notice** of a visit so tutors must ensure that all course documentation is up to date and available at all times. Your observer will speak to learners so please enable time for them to do this. Feedback will be provided if/as appropriate.

Findings from no notice learning walks will be used both to enhance and disseminate existing best practice and address areas for development.

**Lesson Visit Process**

Tutors should introduce the observer to the learners in a positive manner and then direct them to an appropriate seat. The observer will make notes in order to complete an lesson visit report and will speak to learners for a short time to record their views.

At the end of the lesson visit, verbal feedback will be given if it is convenient. Tutors will have the opportunity to discuss aspects of the learning visit but feedback can be arranged via email or telephone later if required.

Lesson Visits are internally moderated by our observation team to standardise and assure the consistency of judgments of the observers. This process will help to identify good practice and training needs. Once agreed, the report will be sent to the manager to share with their tutor.

Each lesson visit report will include an integral action plan to be completed by the observed tutor’s line manager. The manager will be expected to support their tutor in addressing all areas for development identified in the report. These will be followed up at the next Quality Support visit and will also be picked up in monitoring meetings and at the tutor’s next observation. Managers are required to return the Action Plan to the Quality Team within **2 weeks** of receipt of the report, and again once all actions have been completed.

**Following a session giving serious cause for concern** - the observer will meet with the manager to agree an action plan to ensure that appropriate arrangements for support are in place and to ensure that the needs of the learners are being addressed. The line manager should then discuss the action plan with the tutor and provide any necessary support. A further joint lesson visit within 3 weeks will be arranged. During the joint lesson visit, the observer will report on the identified areas for development from the previous report and the tutor’s action plan. Improvements to the expected standard are required within a structured timeframe in order for the tutor to continue to teach on our funded provision.

**Following a session that is below our expected standards** - the observer will discuss strategies for improvement and assess progress after the next lesson visit. The tutor will be re-observed within 6 weeks and the observer will report on progress against the identified areas for development from the previous lesson visit and the tutor’s action plan. Improvements to the required standard are required within a structured timeframe in order for the tutor to continue on our funded provision.

Commissioned partners can use our team of experienced observers to undertake lesson visits. They can continue with this but we will support and encourage them to develop their own processes which we will then moderate within our quality management systems.

**Failure to Agree**

If there is disagreement over the content of the summary report, the provider concerned should contact the relevant Adult Learning Manager who will work with them to negotiate a mutually acceptable solution. This may involve a further lesson visit. If an agreement cannot be reached, the contested report will be submitted to a cross-team moderation panel for a final decision.

Tutors can appeal against judgements made. An appeal should be made to the tutor’s line manager no later than 5 working days following receipt of a report. The appeal should provide reasons in respect of the lesson visit process (conduct of the observer, completion of the report and/or feedback provided).

If the appeal is upheld, the tutor’s line manager will arrange a further visit of the tutor delivering to a similar class. This will be arranged as soon as possible. This lesson visit will be conducted by a different member of the Skills and Employment team and the grade added to the central data base.

**Learning Walks**

We undertake no notice ‘walk through’ learning walks to monitor overall progress against priority improvement areas. An observer will arrive unannounced and spend a short time (between 10 – 30 minutes) in the session. Learning walks focus on a particular key theme (e.g. RARPA, TLA, assessment, Equity, Diversity and Inclusion etc.) They are not graded but informal feedback can be given if appropriate. Data from these and full lesson visits will be assessed and will inform the Quality Approval Framework monitoring.

To assure the quality and consistency of the lesson visits and learning walk process, a sample of all completed observation reports is submitted to a further cross-authority moderation panel.