**Observations of Quality of Education**

We conduct regular observations and walk-throughs 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 observations and walk throughs in all curriculum areas. Within these visits, we have specific teaching and learning themes which vary each year. For 2019-20 we are concentrating on:

* 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 goals set?
  + Is progress being monitored effectively against these goals?
  + Are short term goals 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 e.g. spellings, grammar, punctuation; and providing feedback (verbal and written) to learners
* The extent to which Prevent, British values, on-line safety and Equality and Diversity 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 goals 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?
* 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?

* **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 you demonstrate and promote British Values in your manner and in your 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 SMSC development**

Are there opportunities for learners’ personal, social, moral, spiritual and cultural 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 from independent careers advice and guidance?

* **Transferable/ Employability skills**

How well prepared are 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 plans and session evaluations; copies of all teaching and learner resources; induction information; ILPs.

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

**Notice of observation**

Tutors will receive no more than 2 days notice of an intention to observe. This is in line with Ofsted notification of inspections. Prior to the visit, a copy of the OTLA 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 (see below)
* A working scheme of work and 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
* 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 build in opportunities for this into your session plan**

**No Notice Walk throughs**

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. Be aware that all observers will also ask to speak to learners. Feedback will be provided if/as appropriate.

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

**Observation 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 OTLA report and will speak to learners for a short time to record their views.

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

Observations 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.

* **We RAG rate observations but we do not grade them**

Each observation report will have 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 QS 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 their CWaC Partnership Learning Coordinator within **2 weeks** of receipt of the report and again once 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 observation within 3 weeks will be arranged. When the tutor is re-observed the observer will report on the identified areas for development from the previous observation 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 observation. 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 observation 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 are able to use our team of experienced observers to undertake observations. 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 Local Authority Manager who will work with them to negotiate a mutually acceptable solution. This may involve a further observation/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 observation process (conduct of the observation, completion of the report and/or observation feedback).

If the appeal is upheld the tutor’s line manager will arrange for a re-observation of the tutor delivering to a similar class. This will be arranged as soon as possible. The re observation will be conducted by a different member of the observation team and the grade added to the central data base.

**Walk Through Observations (Learning Walks)**

We undertake no notice ‘walk through’ observations 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. Walkthroughs focus on a particular key theme (e.g. RARPA, TLA, assessment, equality and diversity etc.) They are not graded but informal feedback can be given if appropriate. Data from these and full observations will be assessed and will inform the Quality Approval Framework monitoring.

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