# 

Lesson Visit

In all aspects of our curriculum, we aim to demonstrate

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| **Key Learning Aspect** |
| 1. **Excellent subject knowledge** |
| 1. **Pace, planning and purpose** |
| 1. **Effective differentiation including stretch and challenge which means all learners’ needs are met** |
| 1. **A stimulating and safe environment** |
| 1. **Learners make progress and can explain what progress they have made** |
| 1. **Effective assessment which allows tutors to intervene to ensure learners’ progress** |
| 1. **A variety of engaging activities** |
| 1. **Positive relationships and behaviour for learning** |
| 1. **Learners develop cross-curricular, transferable skills and attributes** |

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| **Observer** | **Date** | **F2F or remote** |
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| **Tutor** | **Curriculum Area** | **Course** |
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| **Number of learners on register** | **Number of learners present M/F** | **Number of learners with learning support needs** |
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| Actions set following previous visit | Achieved Y/N | Comments |
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| **Quality of Education** | |
| **Planning:**  Context and planned outcomes for this session  Planning of activities and resources  Planning for learners  Learners’ needs are well known, and tutors ensure that everyone has the right level of challenge  Sequencing  How does the curriculum build on learners’ existing knowledge and skills?  Where does this session fit in the curriculum and link to previous and future learning? |  |
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| **Management of session including:**  Purposeful start and subject knowledge  (sharing learning objectives and links with previous learning)  Presenting information clearly  Use of appropriate vocabulary and key concepts  Activities help embed content into long-term memory  Learner engagement and promoting discussion  There are high expectations for learners  Learners are stretched and challenged  Use of assessment and questioning to check learners’ understanding and inform teaching  Constructive, developmental and timely feedback to learners (during session and on written work) to monitor progress  Promoting the benefit of technology and support learners in its use  Use of appropriate vocabulary and key concepts |  |

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| **Personal Development** | |
| **Safeguarding:**  Creating and promoting a safe and inclusive learning environment  British Values, Prevent and Equality, Diversity & Inclusion embedded in the Curriculum |  |
| **Skills Development and IAG:**  Opportunities for learners to develop course related and essential transferable skills  Learners make good progress in the lesson and can talk about what they have learned. They understand where they are at in the ‘learning journey’.  Embedding of IAG |  |

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| **Behaviour and Attitudes** | |
| Attendance & Punctuality |  |
| Learning environment – learner/tutor relationship  Learners’ behaviour and attitudes to learning. Learners stay on task. Learners show a ‘can-do’ attitude to their learning |  |

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| **Learner Feedback**  Ensure feedback from learners is obtained on the following areas: | **Observer’s notes** |
| * Pre-enrolment information and the enrolment process * Learner induction * Support needs * Individualised programme * IAG and progression * Ongoing tutor feedback and progress monitoring * How to report any safeguarding concerns, including bullying and harassment * British Values and PREVENT * Sequencing – how does this lesson fit with what you have leant/will learn next? * Skills and aptitudes that are being developed |  |

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| **Summary and Action Plan** (to be completed with the Line Manager)  Progress and areas for improvement will be monitored during Quality Support Visits and further lesson visits | | | | |
| **Strengths / Good practice identified** |  | | | |
| **Recommend peer observation of colleague** |  | | | |
| **SMART teaching and learning targets or areas for improvement** | | **Actions required** | **Target date** | **Date achieved** |
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| Please detail any specific training/development need identified for tutor (If applicable) | | | | |
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| **I have received a copy of this report** | Tutor’s signature:  Line Manager’s signature: | | | |