

Bespoke Professional Development and Training Limited

**Teaching and Learning Observation Policy**

Updated: June 2021

Next renew due: May 2022

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| **Version Number** | **Last Amended** | **Amended By-** |
| v1 | July 2019 | Tracey Carter |
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**Purpose**

BePro is committed to constantly evaluating the quality of teaching and assessing to ensure the quality of learning experience for all learners. At BePro we expect all teaching and assessing staff to be Good or Outstanding. We use the outcomes of observations to evaluate the quality of practice and plan for personalised Continuing Professional Development (CPD). This policy outlines the procedures in place to ensure that observation of staff is a manageable and supportive process, conducive to the learning needs of staff and quality outcomes for all learners. The policy also seeks to provide and ensure consistency, putting the learner at the centre of the process.

**Aims**

Observation of teaching, learning and assessment aims to:

* Raise the standards of teaching and learning and assessment
* Monitor that effective learning takes place
* Identify staff development and support needs
* Ensure company policies are being followed
* Encourage and promote constructive professional dislogue
* Develop a culture of continuous improvement

**Process**

BePro will carry out staff observations quarterly in order to effectively manage company and individual performance. The burden of additional paperwork will be carefully considered and kept to a minimum.

Observations will be planned visits. There will be an agreed focus and timetable before the observation takes place and feedback given after. Results will also be viewed as part of appraisals to form a fuller picture of how staff are performing and to satisfy management that learners are receiving value.

The total period for observation arranged for any teacher as part of performance management will not exceed three hours. There is no requirement to use all of the three hours. The amount of observation for each member of staff should reflect and be proportionate to the needs of the individual.

**Why do BePro carry our observations?**

Through observations we seek to:

* Identify strengths and weakness in subject areas, standards and coverage, teaching, learning and progress.
* Gain views on learner attitudes.
* Identify strengths and weaknesses of teaching and assessing.
* Ensure a consistent, high quality service throughout all BePro services.
* To support and advise staff based on first hand experience, aiding their personal development.
* Give teaching and assessing staff the opportunity to reflect on own practice and develop their teaching and assessing skills.
* Share good practice and ensure consistency.
* Meet CPD requirements.
* Ensure a quality service that meets the standards of our partners, including awarding bodies and the ESFA.

**Observations methods**

Observation methods may include:

* individual observation
* Mentored observation
* Drop in visits
* Tutor requests

All learning activities and staff involved in them are part of the observation process. Learning activities include formal sessions and activities undertaken as part of:

* Tutorials
* Workshops
* Induction activities
* Practical activities
* Assessor visits
* Learner reviews

**Peer Observations**

We may also offer teaching and assessing staff the opportunity to observe each other’s practice outside of the quarterly monitoring cycle. These are called ‘peer observations’. Individuals may wish to observe another member of staff to observe an area of strength which is of interest, as they wish to develop this aspect of their own practice.

Where a member of staff wishes to arrange a peer observation, they should first speak to their line manager to arrange this.

**What elements are observed?**

An observation and the feedback report may include:

* Details of what was observed
* Key strengths
* Weaknesses
* Areas for development including action required, any training needed and target completion dates.

Teaching observations may also include:

* Quality of the learning plan
* How the teaching was planned to meet individual needs
* How effectively resources and technology were used
* If learners were challenged and inspired
* The effectiveness of the approach adopted
* The effectiveness of differentiation strategies for those with additional learning needs
* How functional skills, British values and equality & diversity were incorporated into the session
* How safeguarding and Prevent were incorporated into the session
* How engaged learners are in the session
* Effective setting of targets
* How learners showed progress in the session
* Learners’ reflection of the session and their learning.

Assessing observations may also include:

* How well learners understand the objectives
* If accurate and detailed feedback was given
* How well learners understand how to improve as a result of this feedbac
* If assessors regularly correct learners’ work, and the effectiveness of this
* How learners show they own their working files, portfolios and progress
* How learners’ understanding of functional skills, British values and equality & diversity were demonstrated
* How learners’ understanding of safeguarding and Prevent were demonstrate
* Assessors’ reflection of the session

All reports will include a grade. This will be one of:

* Outstanding
* Good
* Requires improvement
* Unsatisfactory

**During the observation**

To undertake a successful observation, the observer will:

* Stay for a minimum time of 30 minutes to ensure that they have gathered sufficient and valid evidence to support their judgements.
* Minimise their impact on the lesson by being as unobtrusive as possible.
* Not take part in lesson activities.
* Review the lesson documentation to assess the quality and appropriateness of the lesson content.
* Focus primarily on the quality of the learning taking place and the progress made by learners in the lesson.
* Speak to learners and ask them their views of their learning/progress in the lesson/on the course. Observers will be sensitive when doing this and will not interrupt lesson activities.

**After the Observation**

**During the observation**

Feedback will be given by the person carrying out the observation, usually a director of BePro. Feedback should be given as soon as possible, and should aim to be within 24 hours. This will include verbal feedback as well as the written report and any other relevant feedback.

Feedback should be a dialogue and should focus on the behaviours observed rather than on the person.

The purposes of feedback are:

* To support colleagues in their professional practice.
* To provide constructive feedback on the observed lesson.
* To engage in a professional dialogue and share teaching and learning strategies.
* To identify what worked well and why, and what worked less well and why.

During feedback:

* The observer will go through their evidence and judgements.
* The tutor needs to be prepared to discuss what happened in the session.
* The tutor needs to be prepared to discuss strategies for development and improvement.
* The tutor will be asked to agree actions to maintain or improve the standards of teaching and learning.

The written report will be retained in HR files and may be used to inform appraisals, set CPD and guide company and individual performance improvement.

**Improving Standards**

In the pursuit of good or outstanding teaching, the basis of BePro’s observation policy is that any lesson observed that is found to be either in need of improvement or inadequate will automatically trigger a follow-up observation within 2 weeks. A programme of coaching support will be planned alongside agreed targets for improvement, ensuring teachers/assessors feel confident in addressing the development points identified by the observer. If practice does not improve, a more detailed plan of support will be implemented alongside closer monitoring ,supporting the teacher/assessor to make the improvements needed. If an individual teacher is unable to deliver teaching that is good or better, they will then be managed under the BePro’s procedures for capability.

**Objections and Complaints**

Any individual who is unhappy with the outcome of an observation is able to raise this with their line manager or one of BePro’s directors. If the situation remains unresolved then BePro’s Complaints and Appeals Procedure should be followed.

**Additional Guidance**

**Teaching, Learning & Assessment Standards**

Teaching Standards

Preparation

* Is there a clearly structured scheme/programme of work, appropriate for the learning needs of the group and the demands of the subject?
* Does it meet course requirements and assessment criteria?
* Is the lesson clearly planned and a logical part of the overall programme?

During the lesson

* Are aims and objectives of the lesson made clear to learners?
* Is the tutor up to date/knowledgeable in subject area?
* Are most effective teaching/learning methods used?
* Is the session effectively introduced and summarised?
* Is previous learning referred to? Are links in the learning drawn out?
* Are health and safety practices adhered to and reinforced?
* Is the tutor interested/enthusiastic about the subject?
* Are clear directions given?
* Are these re-enforced by written guidance where needed?
* Is subject content at right level for individual/group?
* Does pace and structure of lesson promote learning?
* Are frequent and appropriate checks made on learning? Is learning reviewed, recapped and consolidated? Is feedback timely? Does feedback lead to improvements in learning?
* Are e-Learning approaches used to aid learning where appropriate?
* Are outcomes for learners cross-referenced in the planning documents e.g., SOW, lesson plans, etc. where appropriate?

Inclusive teaching and learning strategies

* Are student learning styles/needs used to inform planning?
* Are equal opportunities and anti-discriminatory practices modelled by the tutor?
* Are all learners valued, encouraged to contribute and involved in the lesson?
* Are different ability levels planned for and managed in lesson?
* Do learners receive appropriate individual support in the lesson?
* Is the learning environment suitable and safely equipped?
* Are learners with additional support making good progress?

Learning Standards

* Are learners suitably challenged by the lesson content? Does it hold their interest and attention?
* Is attendance good?
* Is there a productive atmosphere? Do learners feel able to question and comment?
* Are learners actively involved in the lesson? Are their responses appropriate?
* Do learners work well on their own? Do they manage tasks/time well?
* Do they co-operate with each other and the teacher?
* Do learners understand assessment? Does feedback improve learning?
* Does standard of work match individual learning goals?
* Have all learners achieved stated objectives of lesson?

Assessment Standards

* Do learners show a level of independence, perseverance and initiative appropriate to work at this level?
* Have they developed skills appropriate to the curriculum/vocational area?
* Do they understand underlying principles and ideas?
* Can they apply their knowledge/skills appropriately?
* Have all learners reached an appropriate standard for the level and stage reached in the learning programme?
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**Review**

This policy will be reviewed at intervals of 1 year to ensure it remains up to date and compliant with the law.

The policy was last updated June 2021 and is due for review May 2022

The policy may also be reviewed if legislation changes or if monitoring information suggests that policy or practices should be altered.



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