

Observation of Teaching, Learning and Assessment

Document Reference: 21058

Provider Name:		Teacher/Assessor Name/s:		Date:	
Schedule Number:		Observer 1 Name:		Venue:	
Course Code:		Observer 2 Name:		Time of observation:	
Qualification:		Total learner number:		Length of Observation:	
Stage in programme:					

Pace			Purpose			Progress		
Exceptional	Beneficial	Unproductive	Exceptional	Beneficial	Unproductive	Exceptional	Beneficial	Unproductive
Outstanding oral skills with enthusiastic delivery, which sustains the motivation and concentration of learners Extension activities are very effective with visible use of independent work Challenging timescales set for completion of work to develop resilience. Time is used very well, and opportunity taken to successfully develop and extend skills Learning checks are carried out continually and learners are able to do so independently by recognising their own achievement.	Appropriate delivery with learners fully engaged and motivated Extension activities are available Most activities well timed and structured, maintaining learner interest and concentration. Learning checks are regular throughout the session.	Ineffective or unenthusiastic delivery which does not engage or motivate learners Extension activities are not considered. Learners are not stretched and challenged and there is no independent learning. No evidence of effective use of timescales, learners' interest and concentration decreased. Learning checks are not evident.	Excellent introduction activities. Learners have a clear understanding about the purpose of the learning taking place. Qualification Criteria clearly visible with learners demonstrating a good understanding of this process. The majority of learners acquire knowledge quickly and develop a thorough understanding of the learning aim and wider aspects of it. All opportunities taken to address wider learning as it arises, with clear opportunities for discussion around key themes.	Evidence of an introduction to activities Qualification Criteria is made available to the learner Learners acquire knowledge and develop their understanding. Learners understanding of key themes are developed.	Little or no introduction to activities. Learners unsure or are confused by what they are doing. Qualification Criteria is not available . The quality of knowledge the learners acquire is poor and not preparing them for their next steps. No opportunities taken to address wider learning of key themes or ineffective inclusion/missed opportunities	All learners are achieving well and given opportunity to exceed expectations by taking ownership of their own learning Support is personalised and is tailored to learners' individual needs. Verbal feedback recognises understanding and promotes stretching and challenging IAG is highly tailored, and realistic, facilitating their immediate progression	The majority of learners are achieving well and make at least progress expected of them. Support is appropriate Verbal feedback is positive, constructive and developmental IAG is evident and relevant to the learner and the local area	Learners are not achieving well, and not making the progress expected of them. Little or no evidence of appropriate support. Verbal feedback is minimal and generic No evidence of IAG or IAG is very general and unspecific to learner needs and interests
Overall pace judgment of the session:			Overall purpose judgment of the			Overall progress judgment of the		
Exceptional	Beneficial	Unproductive	Exceptional	Beneficial	Unproductive	Exceptional	Beneficial	Unproductive
Justification			Justification			Justification		
Attendance Monitoring	Classroom Management		Posters/ Displays	Tutor knowledge		Health and Safety	Embedded Equality and Diversity	
Embedded ICT	Embedded maths		Embedded English	Embedded British Values		Embedded Safeguarding	Embedded Environmental Awareness	

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Paperwork			Overall Judgment of the Session			
Exceptional	Beneficial	Unproductive	Exceptional	Beneficial	Unproductive	
Planned activities are well considered- to allow learners to expand and conceptualise objectives A broad range of resources are planned for and utilised to support learners' individual needs Initial assessments have been completed. A tailored and individual programme has been designed as a result of this. Learners have set appropriate SMART targets and are monitoring their own progression against these targets Written Feedback is personalised, developmental and individual Planned Next Steps are appropriate to the learner, their current capability and available opportunities.	Documentation shows well planned activities. Resources including links to online resources are planned for and available Initial assessments have been completed and marked with relevant information fed into the learning plan. Provision level is appropriate for learner starting point. Progress against SMART targets is being recorded Written Feedback is regularly provided Planned Next Steps are documented.	Ineffective or unavailable planning documentation and/or not relevant to the session. No resources are planned for and/or available. No initial assessments completed, and not reflected in the learning plan Or Provision level is not appropriate for learner starting point. Learners have not set appropriate SMART targets, Or No progress against targets is recorded Written Feedback is sporadic and not constructive to allow for progress to be made. Or Feedback is repetitive for learners across the cohort Learners are not provided with appropriate Planned Next Steps Or Planned Next Steps are repetitive for learners across the cohort	Overall feedback			
			Areas for Improvement (taken from key judgment areas)	Action Action	Person Responsible	Timescale
Overall paperwork judgment of the						
Exceptional	Beneficial	Unproductive				
Justification			Tutor Feedback			

Observer 1 Signature:		Observer 2 Signature:		Tutor/Assessor Signature:	
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