



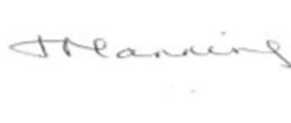
# Observation of Teaching, Learning and Assessment Policy

Policy Ref: TMP32v2

This policy will not discriminate either directly or indirectly against any individual on grounds of sex, race, ethnicity or national origin, gender, sexual orientation, marital status, religion or belief, age, disability, socioeconomic status, offending background or any other personal characteristic.


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<b>Date</b> July 2020

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<b>Date</b> July 2020

## Record of Changes

Version	Issue Date	Changes	Initials
v1	July 2019	Initial issue	JM
v2	July 2020	General procedural review, references updated, formatting changes	JM

**Date of Next Review:** July 2021

## Definition

Throughout this policy document **TMP Studios CIC** is referred to as 'TMP College'.

## Introduction

The observation and quality assuring of teaching, learning and assessment is a key process in maintaining and improving our teaching standards and in measuring the overall quality of teaching, learning and assessment.

The observation framework, and associated processes, are in place to help us identify what we need to develop in order to achieve improved learner experience and outcomes, providing clear feedback to staff to support them in this. The framework reflects the requirements of Ofsted and TMP College's strategic priorities.

The observation process will:

- inform individual development
- inform provision of Professional Development at curriculum level
- inform the dissemination of good practice
- provide whole college view on the quality of teaching, learning and assessment
- improve the quality of teaching, learning and assessment

This framework details a wide variety of observation activities and the protocols associated with each of them.

There are a number of fundamental principles that are consistent across all observations at TMP College, and these are outlined below.

### Core Principles

Judgements relating to all observation activities are focused on exploring how what has been observed has impacted learners and how instrumental it has been in supporting their progress. Judgements about this impact will involve discussions with learners and consideration of assessed work.

All observation activity contributes to TMP College's understanding of the quality of the teaching, learning and assessment that it delivers, including learning walks.

TMP College provides learning across a diverse range of settings - observation activities need to be appropriate to the different contexts being observed.

Where aspects of good practice are identified, they will be celebrated and shared with others in a timely way so that staff can learn from each other and encourage similar practice to be adopted across TMP College.

Observing teaching, learning and assessment is a highly privileged activity. Providing effective feedback to staff requires high level skills and ongoing training. All observers will receive robust training reflecting the type of observation activity that they participate in so that they can perform this key role with confidence and courtesy.

All actions that observed staff commit to take forward, and which TMP College commits to support and resource, provide the platform for performance improvement. It is the responsibility of observed staff to act on the feedback that they receive.

### Support and Development

One of the key outcomes of observation activity is that development and support can be put in place where improvement is required. This development or support is normally based around the areas for improvement that are identified.

As outlined later in this document, there are particular triggers for further support linked to the Teaching and Learning Standards<sup>1</sup>. If the staff member is identified as being someone who requires re-observation, or would benefit from development and support to further develop their practice, the observation form must be sent to the Director and a meeting will be arranged to determine the appropriate support package based on actions identified. During this initial meeting, the programme of support, including any follow up observations, coaching, and training and other relevant activity will be agreed along with clear timescales, and documented within the TLA Development Plan.

At the end of the process, a further meeting will be held with the staff member and Director to sign off the support or agree further action.

### Types of Observation

There are several types of observation, including:

- Formal observation, linked to Teaching & Learning Standards.
- Observation of Supported Learning
- Learning walks
- Peer observation

These are covered in the following sections of this Policy.

## **The TLA Development Plan**

At the start of the academic year, each member of teaching staff will initiate their Teaching, Learning and Assessment (TLA) Development Plan and agree Teaching, Learning & Assessment targets.

Any outstanding actions from the previous year will be carried forward and recorded within the development plan along with support actions with clear timescales for completion, any follow up observations, coaching, training and other relevant activity as agreed.

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<sup>1</sup> <https://www.gov.uk/government/publications/teachers-standards>

The TLA Development plan is owned by the teacher, but it is the Director/Assistant Director's responsibility to ensure that through one to one meetings with the teacher, it is kept fully up to date.

During the academic year, this plan will be updated with both impact and any new actions identified as a result of the formal observation process, learning walks and/or outcomes from desk based reviews, thus providing a more holistic view of performance.

Where insufficient progress is being made against agreed actions, this may result in a review of the member of staff's development plan carried out by a panel in conjunction with attendance, appraisal records, success rates and learner feedback.

## **Formal Observation**

### Purpose

Formal observation activity provides both a snapshot of the quality of the learning experience and an opportunity to explore how key aspects of the learner experience (e.g. expectations linked to the quality of assessment) are being delivered. The Observation Action Plans that flow from formal observations provide a key means of:

- Promoting the sharing and transfer of good practice
- Supporting the improved performance of delivery staff on their journey to good or better
- Ensuring outstanding practice remains so and will feed directly into the TLA Development Plan for that member of staff.

### Planning Observation

Planned observations will be recorded on the Observation Schedule by the Assistant Director, who will then follow up with progress against agreed completion dates. This will provide evidence of the standards of teaching, learning and assessment in all aspects of provision across all funding streams and all ages, including:

- Classroom based activity
- Workshop based activity
- English and Maths
- One-to-one reviews
- Group Tutorials
- Learning Support
- Assessment activities for employment-based provision (if applicable)

### Frequency of Observations

All staff linked to delivering or facilitating learning will take part in at least one formal observation during each academic year.

The only exception to this is staff who are in their probationary period, who will have their first formal observation at 6 weeks and another at 18 weeks in addition to any teacher training observations.

Staff who are undertaking teacher training can use their observation to contribute to their specific number of required, observed hours. Where this is the case, observers will need to use the appropriate paperwork for the training course that the observee is undertaking.

### Notice Period

TMP College has established a consistent approach to notice periods for formal observation activities that are somewhat aligned to Ofsted inspections.

The notice will be in writing via email before 9 am on the notice day informing the observee that they will be observed within the following one week period.

With the observation of assessment in a work-based setting it may be necessary to be more flexible with formal notification in order to meet the needs of the candidate and the employer.

Formal observations will be based on at least 45 minutes of observed activity; though this 45 minutes may not always be a continuous period (e.g. it may be two parts, or even three fifteen-minute observation periods over a longer teaching session).

### Judgements and Criteria for Formal Observation Activity

The standards are based on the key priorities for Ofsted inspections and make judgements in ten key areas. This will provide a more comprehensive and holistic understanding of the strengths and areas for improvement for individuals, within curriculum areas and across college, and will also support the identification of CPD requirements.

Where necessary a support and development process will be put in place.

Observers are provided with a copy of the Teaching and Learning Standards<sup>2</sup> devised from the Education Inspection Framework (2019)<sup>3</sup> and will all have training on this as part of the licence to observe process.

### Responsibility of the Observee

The member of staff being observed is expected to have read and clarified the criteria they are to be judged against prior to the observation taking place.

For formal classroom observation, the observee is expected to provide a range of documentation relevant to the session, including:

- A class register for the session being observed
- A scheme of learning relating to the class/course being observed

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<sup>2</sup> <https://www.gov.uk/government/publications/teachers-standards>

<sup>3</sup> <https://www.gov.uk/government/publications/education-inspection-framework>

- A learning plan and learner profile, including evidence to show how the session has been planned to meet the individual needs of learners
- Copies of any hand-outs, worksheets, assignment material and such, related to the session
- Records of achievements/grades/progress tracking and Individual Learning Plans
- Examples of assessed work

This documentation can be the members of staff's own copy, accessible either electronically or hard copy, in order to prevent unnecessary duplication of paperwork. Any paperwork with learner details will not be retained by the observer after the lesson.

Where possible, and only when it does not present a disruption to the learning, it is recommended that the member of teaching staff briefly introduces the observer and informs learners of the purpose of the observation/learning walk when the observer arrives. During the observation the observer will talk to learners and look at their notebooks/folders/other examples of work.

#### *Learner Feedback during Observations*

Wherever possible, observers should elicit learner feedback during the session. This is a normal part of the observation process. This is usually done through talking to individual learners during the session. Learner progress will also be informed wherever possible by looking at learner work, in addition to tracking documentation.

#### *Providing Feedback*

Detailed verbal feedback should be given to the observee within 48 hours of the observation wherever possible, and at this meeting the observer should notify the observee of the outcome and outline the strengths and areas for development. The main focus of the meeting should be to discuss areas for development for improved performance and to agree the actions to be taken and any support the member of staff needs in order to improve or further develop their practice. The observer and observee should therefore identify and record what action will be undertaken to achieve this aim. This could include specific staff development, peer observation, development of resources, coaching, etc.

The observation report will be written up within 1 week of the observation and sent to the individual, the Director and Assistant Director. However, it must be emphasised that the outcome will be subject to moderation. If the observer has any concerns about the outcome, they should seek moderation guidance from the Director or Assistant Director.

#### *Observation Outcomes*

After observation, the observer will give detailed feedback and agree outcomes/actions with the observee, and these are also recorded on the Observation Action Plan. This could include arrangements to share good practice as well as to improve practice. Timescales are set and a review date agreed. This plan is copied to the Director and the Assistant Director. Actions must be transferred to the TLA Development Action Plan for that individual and that actions are followed up in a timely way.

If a session has been judged to be 'effective' overall, i.e. all TLA standards judged as effective or highly effective, the action plan must contain elements of sharing good practice and the observee should take responsibility for their own action plan with support from the Director or Assistant Director if required.

If a session has been judged as 'not yet effective' overall during observation, the member of staff will be provided with appropriate support and will be re-observed within 8 teaching weeks, and in accordance with agreed actions (see section 1.2). If the next session is also judged as 'not yet effective', then the member of staff will be provided with an updated action plan, informed by the actions from the two observations, in consultation with the Director. If at the next observation the member of staff receives a third successive 'not yet effective' they will have a review of their development plan carried out by a panel in conjunction with attendance, appraisal records, success rates and learner feedback. The panel will decide, based on evidence from lesson observations and other sources, whether there is a reasonable prospect of improvement in the near future or whether the member of staff is currently unable to meet the teaching and assessment standards expected by TMP College, in which case the decision will be made to invoke the capability procedure.

### Training for Observers

TMP College recognises that making judgement decisions linked to the quality of teaching, learning and assessment is a significant responsibility.

All observers must take a robust training programme to become 'Licenced Observers'. This is overseen by the Director and Assistant Director and includes joint learning observations, feedback and agreement of judgements, and scrutiny of the final written observation report.

The training that observers receive will include the following:

- Exploring the criteria for the observation of teaching, learning and assessment, linked to the Education Inspection Framework, to ensure robustness of judgement decisions.
- Joint observations to check that:
  - There is agreement on the evaluative judgements made during the observation, and therefore accuracy of decisions;
  - Observation reports are well written with evaluative statements that clearly evidence the factors that have contributed to the observation outcomes;
  - Effective face-to-face feedback of observation outcomes is provided to staff, giving them clarity in relation to the key judgements that have been made during an observation, and facilitating effective coaching conversations that underpin the development of high impact action plans that build upon observation outcomes.
  - Any members of staff new to observation will be required to obtain their 'Licence to Observe' by shadowing an experienced observer, acquiring feedback on judgement decisions and scrutiny of the written observation report, prior to undertaking a formal observation independently.

### Moderation of Observation Judgements

The stated purposes of formal observations will only be achieved if observation criteria are applied consistently across each observation and provide evidence rich, evaluative feedback to each member of staff who is observed. A robust process has been developed to assure consistent standards, it contains three key elements:

1. A licence to observe

Completion of observation training will provide potential observers with a licence to observe as described earlier. Once a member of staff has their licence to observe, they become a member of TMP College's lesson observation team.

2. Moderation of lesson observations. This is carried out in specific ways:

Observations by internal observers:

Joint observation—if a session is observed by two observers then they will have a discussion about all aspects of the session, including the judgements made, before giving feedback to the observee.

Moderation of the written report after the session – observation reports will be sampled and scrutinised by an internal moderation panel comprising members of the TMP College observation team, and/or external observer. The panel will focus on two key questions:

Does the evidence provided in the observation report and the judgements that accompany it, support the judgements that have been awarded?

Does the narrative provided in the report provide sufficient evidence about how what took place in the lesson has impacted learners (i.e. does it clearly evidence the degree to which learners made progress during the lesson, and are progressing on their course)?

3. Observations by external observers:

Observations carried out by external observers from lead partners will not require moderation. However the observee will have opportunities to give their own feedback on the session and may be able to appeal the decision.

Outside of the moderation process, if an observer has any concerns about writing the report or would like feedback on a completed report, they may seek guidance from the Director or Assistant Director.

### Appeals Process for Observations

If a member of staff does not agree with the overall judgement that has been awarded, they may appeal on three grounds:

1. Procedural irregularity (e.g. conduct of observer or incorrect notice period given)
2. Insufficient evidence provided to support the grade
3. Inconsistent evidence provided to support the grade.



Appeals should be made in writing to the Director. In all cases where an appeal is upheld, the original outcome is removed from the system and a re-observation arranged.

### Maintenance of Records of Observation

Observations must be recorded using TMP College's standard observation form, with reference to the Teaching and Learning Standards.

After the observation:

- An electronic copy of the completed observation form and the observation action plan should be sent to the Director and Assistant Director within one week of the observation
- The original observation report, signed by both the observer and observee, should be given to the observee
- A photocopy of the signed report should be retained centrally. The electronic report should be updated to show progress against development of the Teaching & Learning Standards.

### **Learning Walks**

In addition to the formal observations, managers with responsibility for teaching, learning and assessment are expected to carry out a number of unannounced walkthroughs in their area each year. These will also be used to support the follow up of any actions identified on TLA Development Plans for individual teaching staff.

College-wide themed learning walks will also be organised at key points during the year, e.g. induction, attendance and punctuality, assessment of learning, quality of learning support.

### **Peer Observations**

The opportunity to observe fellow practitioners leading learning can be a powerful vehicle for professional dialogue and development. Staff who observe their colleagues can reflect on their own practice whilst viewing the practice of their peers.

TMP College recognises the value of this practice and will co-ordinate opportunities for staff to access this and maintain records centrally can therefore provide staff with a good understanding of where specific strengths can be observed across the college.

There is an expectation that staff who have delivered good or outstanding learning are open to sharing the good practice that they have developed. Giving colleagues the opportunity to view this practice has the potential to transfer that practice across TMP College.

### Coverage of Staff

Being observed as part of a peer observation is a voluntary act. In many cases reciprocal arrangements for peer observation will be established; however, there will also be occasions when

observers will take part in peer observations to develop an action agreed with their line manager after a formal observation.

### Observers

All staff may take part in peer observation activities as observers. It is expected that their behaviour as observers will be in keeping with TMP College's values such that respect is shown to the staff and learners linked to the observed activity at all times. The Peer Observation Template should be used by observers carrying out peer observations.

### Notice Period

The observer and staff member being observed will negotiate a mutually convenient timetabled session for the observation.

### Reporting of Outcomes

Copies of the observation document should be kept by both the observer and the observed staff member. It is envisaged that managers have an awareness of both the scale of peer observation activities and can discuss the impact that such activity has.