

Further Education Teaching Observation Policy 2019/20

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Introduction

1. The Further Education Teaching Observation Policy applies to all further education courses taught by the University for the Creative Arts that result in a qualification recognised by Ofqual.
2. The Policy covers two aspects of observation:
  - a. formal observation of individual teaching sessions (Teaching Observations), and
  - b. regular, themed learning walks at Campus level (Learning Walks).

Teaching Observations

Purpose

3. The purposes of Teaching Observations are:
  - a. to provide assurance to the University of the quality of teaching, learning and assessment;
  - b. to ensure continuous improvement in individual teaching, learning and assessment practice;
  - c. to capture and share best pedagogic practice;
  - d. to inform objective setting and development needs within the PDR process;
  - e. to provide evidence in relation to probation and ongoing performance review; and
  - f. to provide anonymised data for analysis within Annual Academic Monitoring/annual Self-Assessment reporting.

Teaching observations are just one mechanism within the range of indicators of teaching performance.

4. The criteria for measuring performance in relation to Teaching Observations are taken from the Ofsted Further Education and Skills Handbook (May 2019) (Appendix 1.) There are additional references to some of the key criteria within the EIF relating to students' behaviour and attitudes and personal development.

Observers

5. Teaching Observations will be undertaken by a trained Observer who is a member of the University's Teaching Observation Panel. Where required for training purposes, the Observer may be accompanied by a trainee observer.
6. All observers will be required to attend a training session and attend a formal Teaching Observation as a trainee observer prior to being nominated as an Observer.

Scope and frequency

7. All established staff on a full-time or part-time contract will have at least one teaching session observed under the mandate of this policy within each academic year. Any sessional member of staff contracted to undertake over 100 hours per annum will undergo teaching observation at least every other year.
8. Additional teaching observations may be undertaken in response to feedback received (e.g. from student surveys).
9. All new staff will have two formal Teaching Observations as part of their probation.
10. A minimum of two working days' notice of the observation will be given to the staff member who is to be observed.

11. A briefing meeting will be arranged in advance to advise the observee as to the conduct and scope of the observation.

#### Follow-Up

12. A follow-up meeting between the Observer and observee will take place within the observee's working hours to provide feedback. This will normally take place within two weeks of the observation and where possible within 24 hours.
13. For established staff, each teaching observation will feed into their PDR and will inform objective setting and development needs. The individual staff member will be expected to discuss with their line manager how they have reflected on the teaching observation and acted upon any recommendations.
14. Where there is disagreement about the outcome of a Teaching Observation a further observation may be undertaken with a different Observer. The outcome will be discussed between the two Observers and the final agreed outcome will stand.
15. Teaching Observations must be recorded on the form attached as Appendix 2. A schedule of Teaching Observations will be maintained by the School of FE, and will include grades, outcomes, areas for CPD and identification of any best practice. This information will be held over a three-year period and will only be processed for the purposes detailed in paragraph 3.

#### Learning Walks

16. Learning Walks are thematic inspections of all activity within a campus (or across campuses) according to a specific criteria within the Education Inspection Framework. The timeframe and themes will be agreed termly by the Teaching Observation Panel.
17. Learning Walks aim to ensure outstanding practice across all FE provision.
18. Learning Walks may be undertaken by one or more members of the Teaching Observation Panel, who may be accompanied by Senior Staff members as appropriate.
19. Learning Walks must be recorded on the form attached as Appendix 3. A schedule of Learning Walks will be maintained by the School of FE and will include identification of actions and best practice.

#### Teaching Observation Panel

20. The purpose of the Teaching Observation Panel is to meet termly to:
  - a. monitor the implementation of the Teaching Observation Policy;
  - b. agree the schedule for Teaching Observations on a risk-based approach;
  - c. agreeing the schedule and themes for Learning Walks.
  - d. review the policy as necessary;
  - e. ensure consistency in the judgements and grading of Teaching Observations;
  - f. identify and disseminate best practice;
  - g. monitor the quality of teaching across the FE provision; and
  - h. informing CPD for individual and School development.
21. The Teaching Observation Panel will comprise:
  - a. Head of FE (Chair)
  - b. Programme Directors (FE)
  - c. Head of Gateway Services
  - d. Head of Learning, Teaching and Student Engagement (or nominee)
  - e. Head of Quality Assurance and Enhancement (or nominee)
  - f. All Observers

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### Quality of Education

The EIF sets out the overarching criteria for judging the quality of education. Inspectors will make a judgement on the quality of education by evaluating the extent to which:

#### INTENT

- Leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life.
- the provider's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- the provider has the same academic, technical or vocational ambitions for almost all learners. Where this is not practical – for example, for some learners with high levels of SEND – its curriculum is designed to be ambitious and to meet their needs.
- learners study the full curriculum. Providers ensure this by teaching a full range of subjects for as long as possible, 'specialising' only when necessary.

#### IMPLEMENTATION

- teachers<sup>1</sup> have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise.
- teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching. They check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches.
- over the course of study, teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts.
- teachers and leaders use assessment well, for example to help learners embed and use knowledge fluently or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens for staff or learners.
- teachers create an environment that allows the learner to focus on learning. The resources and materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the provider's ambitious intentions for the course of study and clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.

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<sup>1</sup> Throughout the framework, the term 'teachers' should be read as including early years practitioners, lecturers, trainers and assessors,

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- a rigorous approach to the teaching of reading develops learners' confidence and enjoyment in reading. At the early stages of learning to read, reading materials are closely matched to learners' phonics knowledge.

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### IMPACT

- learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well. Where relevant, this is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained.
- learners are ready for the next stage of education, employment or training. Where relevant, they gain qualifications that allow them to go on to destinations that meet their interests, aspirations and the intention of their course of study. They read widely and often, with fluency and comprehension.

### Behaviour and Attitudes

The EIF sets out the overarching criteria for judging behaviour and attitudes. Inspectors will make a judgement on behaviour and attitudes by evaluating the extent to which:

- The provider has high expectations for learners' behaviour and conduct and applies these expectations consistently and fairly. This is reflected in learners' behaviour and conduct.
- Learners attitudes to their education or training are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.
- Learners have high attendance and are punctual.
- Relationships among learners and staff reflect a positive and respectful culture. Leaders, teachers and learners create an environment where bullying, peer-on-peer abuse or discrimination are not tolerated. If they do occur, staff deal with issues quickly and effectively, and do not allow them to spread.

### Personal Development

The EIF sets out the overarching criteria for judging personal development. Inspectors will make a judgement on behaviour and attitudes by evaluating the extent to which:

- the curriculum extends beyond the academic, technical or vocational. It provides for learners' broader development, enabling them to develop and discover their interests and talents.
- the curriculum and the provider's wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy.
- at each stage of education, the provider prepares learners for future success in their next steps.

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- the provider prepares learners for life in modern Britain by:
  - equipping them to be responsible, respectful, active citizens who contribute positively to society.
  - developing their understanding of fundamental British values.
  - developing their understanding and appreciation of diversity.
  - celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.

### Leadership and Management

The EIF sets out the overarching criteria for judging leadership and management. Inspectors will make a judgement on the effectiveness of leadership and management by evaluating the extent to which:

- leaders have a clear and ambitious vision for providing high-quality, inclusive education and training to all. This is realised through strong, shared values, policies and practice.
- leaders focus on improving staff's subject, pedagogical and pedagogical content knowledge to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff are built up and improve over time.
- leaders aim to ensure that all learners complete their programmes of study. They provide the support for staff to make this possible and do not allow gaming or off-rolling<sup>2</sup>.
- leaders engage effectively with learners and others in their community, including – where relevant – parents, carers, employers and local services.
- leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way that they manage staff, including their workload.
- leaders protect their staff from bullying and harassment.
- those responsible for governance understand their role and carry this out effectively. They ensure that the provider has a clear vision and strategy and that resources are managed well. They hold leaders to account for the quality of education or training.
- those with responsibility for governance ensure that the provider fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' strategy and safeguarding and promoting the welfare of learners.

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<sup>2</sup> There is no legal definition of 'off-rolling'. However, we define 'off-rolling' as the practice of removing a learner from the provider's roll without a formal, permanent exclusion or by encouraging a parent to remove their child, when the removal is primarily in the interests of the provider rather than in the best interests of the learner. Off-rolling in these circumstances is a form of 'gaming'.

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- the provider has a culture of safeguarding that supports effective arrangements to:
  - identify learners who may need early help or who are at risk of neglect, abuse, grooming or exploitation.
  - help learners reduce their risk of harm by securing the support they need or referring in a timely way to those who have the expertise to help.
  - manage safe recruitment and allegations about adults who may be a risk to learners and vulnerable adults.

Inspectors will always report on whether arrangements for safeguarding learners are effective.

Further Education Teaching Observation Form

*The data collected within this form will be processed for the purposes detailed in Paragraph 3 of the FE Teaching Observation Policy and will only be shared with members of the Teaching Observation Panel and only for these purposes. It will be kept for three years for these purposes.*

Observer Name				
Lecturer Name				
Campus				
Course				
Date of Observation				
Subject/Unit				
Total Lesson Time		Time observed by observer		
No. of students registered		No. present		Percentage

Session Learning Objectives

*Comment on the lesson objectives: effectiveness and to what extent individual learning was assessed and monitored in relation to these objectives*

Section 1:

Observation Area <i>(Refer to Education Inspection Framework for criteria against outstanding, good, requires improvement and inadequate)</i>	Not applicable to this session	4: Inadequate (Re-observation/referral)	3: Requires improvement (PDR Target)	2: Good (Self-Monitoring Target)	1: Outstanding
Aims and objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment of learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Behaviour / classroom management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Introduction / starter activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Motivating & engaging all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence of planning for the session	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Promotion of equality, diversity and inclusivity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Questioning techniques & strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Safeguarding / Prevent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stretch & challenge of all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of technology to enhance learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Range of teaching & learning activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching & learning materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Progress of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Punctuality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lecturer / student contribution to session	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Differentiation (adaptive teaching)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Developing literacy & numeracy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TOTALS	<input type="checkbox"/> /19	<input type="checkbox"/> /19	<input type="checkbox"/> /19	<input type="checkbox"/> /19	<input type="checkbox"/> /19

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Section 2:

Inspire, motivate and challenge students: encouraging curiosity		
Does not meet	Meets	Exceeds
<i>Why and what further could be done to meet this criterion?</i>	<i>What was observed that meets this criterion?</i>	<i>What evidence of outstanding practice was observed?</i>
Promote progress: systematically and effectively checking students' understanding and offering clearly directed and timely support		
Does not meet	Meets	Exceeds
<i>Why and what further could be done to meet this criterion?</i>	<i>What was observed that meets this criterion?</i>	<i>What evidence of outstanding practice was observed?</i>
Demonstrate good subject and curriculum knowledge that engages students with their learning		
Does not meet	Meets	Exceeds
<i>Why and what further could be done to meet this criterion?</i>	<i>What was observed that meets this criterion?</i>	<i>What evidence of outstanding practice was observed?</i>
Effective lesson planning, with well-structured delivery adapted to meet the individual needs of the student		
Does not meet	Meets	Exceeds
<i>Why and what further could be done to meet this criterion?</i>	<i>What was observed that meets this criterion?</i>	<i>What evidence of outstanding practice was observed?</i>
Good promotion of the use of English, mathematics, ICT and employability skills		
Does not meet	Meets	Exceeds
<i>Why and what further could be done to meet this criterion?</i>	<i>What was observed that meets this criterion?</i>	<i>What evidence of outstanding practice was observed?</i>
Create a safe and positive learning environment, encouraging thoughtful caring and active citizenship		
Does not meet	Meets	Exceeds
<i>Why and what further could be done to meet this criterion?</i>	<i>What was observed that meets this criterion?</i>	<i>What evidence of outstanding practice was observed?</i>
Communicate effectively and demonstrate high standards of personal and professional conduct		



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FOLLOW-UP AND ACTION PLAN:

*(Observee to complete and return to the Observer, Programme Director and Head of School within 7 working days of the observation)*

Target 1

Goal (indicator) – what?	
Development requirements: how?/who?	
Time: when?	
Measurable outcome:	
Benefits for learning/teaching/assessment:	

Target 2

Goal (indicator) – what?	
Development requirements: how?/who?	
Time: when?	
Measurable outcome:	
Benefits for learning/teaching/assessment:	

Target 3

Goal (indicator) – what?	
Development requirements: how?/who?	
Time: when?	
Measurable outcome:	
Benefits for learning/teaching/assessment:	

Observee's feedback:

*Comments on process or findings*

Observee

Signature: ..... Print name: .....

Date: .....

CPD Recommendations:

*Programme Director to complete and circulate to Head of School and SQO.*

Programme Director

Signature: ..... Print name: .....

Date: .....

Further Education Learning Walk Form

*The data collected within this form will be processed for the purposes detailed in Paragraph 3 of the FE Teaching Observation Policy and will only be shared with members of the Teaching Observation Panel and only for these purposes.*

Observer Name	
Observation Theme	
Campus	
Date of Observation	
Subject/Unit	
Time of observation	

Objectives of Learning Walk

*Articulate what you are looking for and how it relates to ensuring outstanding practice in FE*

- 1.
- 2.
- 3.

*(Add or delete as appropriate)*

Actions emerging from Learning Walk

*What recommendations for action are being made to the Teaching Observation Panel?*

- 1.
- 2.
- 3.

*(Add or delete as appropriate)*

Best practice evidenced in Learning Walk

*What best practice for further dissemination was identified?*

- 1.
- 2.
- 3.

*(Add or delete as appropriate)*

Comments relating to serious risks or concerns to safety or progress/achievement

