**Observation of Teaching & Learning Record 2019-20**

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| **Venue** |  |
| **Name of tutor being observed** |  |
| **Date & time of observation** |  |
| **Course number** |  |
| **Subject / unit number / level** |  |
| **Session number**  |  | **Out of**  |  |
| **Number of learners enrolled** |  |
| **Number of learners present** |  |
| **Any issues with attendance?** |  |
| **Number of learners who are learning Welsh** |  | **Number of learners who are able to speak Welsh** |  |
| **Observer**  |  |
| **Tutor File Observed Contains:** | **Yes** | **No** | **Partial**  |
| **Completed register with required learner details and attendance** |  |  |  |
| **Course Outline** |  |  |  |
| **Syllabus/Agored Unit** |  |  |  |
| **Assessment booklets in place if applicable** |  |  |  |
| **Scheme of Learning/Work** |  |  |  |
| **Differentiated lesson planning** |  |  |  |
| **Do learners have an ILP?** |  |  |  |
| **Has progress against the ILP targets been reviewed?**  |  |  |  |
| **Tutor File Observed Contains:** | **Yes** | **No** | **Partial**  |
| **Group Profile** |  |  |  |
| **Induction Checklist** |  |  |  |
| **Tutor records of progress (TRS)** |  |  |  |
| **Any Health & Safety issues recorded?**  |  |  |  |
| **Does the venue have risk assessment in place?** |  |  |  |
| **Have learner services information been discussed?** |  |  |  |
| **Brief description of activities taking place** |
| **Note briefly to any special characteristics of the group relevant to the observation:**  |

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| **1 Standards** |
| **1.1 Standards and progress overall***Include progress from individual starting points, the assessment and development of skills e.g.* ***literacy, numeracy and digital literacy.*** *How well do learners recall previous learning, develop thinking skills, acquire new knowledge, understanding and skills, and how well they apply these to new situations?**Do learners review own learning (ILPs) and understand their progress? Where is this evidence ILP’S, SoW, LP, attendance, AB’s etc* *Evaluate the progress of particular groups of learners, for example learners on* ***different levels, those from minority ethnic groups and learners who do not have English as a first language.****For learners with ALN consider individual needs and abilities and rates of progression; are these groups challenged sufficiently?* |
| **Strengths** | *this will be completed using the standardised comments*  |
| **Area for improvement**  |  |
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| **2 Wellbeing and attitudes to learning**  |
| *Consider how learning helps their overall confidence and wellbeing? Do learners feel safe and secure? Do learners understand how to keep themselves safe online? How well are learners developing as ethical, informed citizens?* *How well do learners develop skills in perseverance and resilience to continue and complete their course?**Are learners becoming more ambitious, confident, positive, capable and independent learners? Do learners engage with new unfamiliar experiences & ideas? Are learners able to sustain concentration and avoid distractions? Do learners show respect for peers and tutors? What are attendance rates and punctuality like?**Evidence available from; Observer to learner questionnaire, ILP’s, group profiles, witness statements, use of practical activities to show development of skills.* Can you tell me something that you have learned today?Are learners enjoying the course? Are learners improving in confidence? Is this learners first course?Do learners have a choice of courses? Are learners improving their own knowledge and skills they can use in their life and work? Are learners developing independent learning skills i.e. internet research, reading books or articles? Is this course encouraging learners to take part or volunteering in community activities?How many of the learners are welsh speakers or are learning to speak welsh? |
| **Strengths** |  |
| **Area for improvement**  |  |

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| **3 Teaching and Learning experiences** |
| **3.1 Quality of teaching***Is the teaching successful in engaging learners’ interest? How is this evidenced? Resources, type of questioning, rapport, experience, range of assessment activities.* *How do learners respond to this?**Are all learners being sufficiently challenged? How is this evidenced?**How well does the teaching develop learners’ literacy, numeracy, digital literacy skills and subject knowledge?* *Do all learners have opportunities to participate?* *Are assessments well matched to learners’ needs? If so, what are the assessment methods and how do they meet the learner’s needs?* *Does oral/written feedback help learners understand how well they are doing and how to improve?*  |
| **Strengths** |  |
| **Area for improvement**  |  |

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| **4 Care, support and guidance** |
| **4.2 Personal development** *How well are learners with an identified learning need, including those with an ALN, being supported?**How well do learners understand issues relating to equality and diversity?**How well does the tutor promote healthy lifestyle choices, for example in relation to healthy eating and drinking, substance misuse, online safety, mental health issues and work life balance?***4.3 Safeguarding***Do tutors know how to respond to a range of safeguarding issues?**Have they received the relevant safeguarding training and Prevent training?* *YES When:* *NO Do they intend to?*  |
| **Strengths** |  |
| **Area for improvement**  |  |

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| **Additional comments/information** |
| **Are the following evident or embedded in the lesson?** |
| **Area** | **Yes or No**  | **Evidence / comments** |
| ESDGC |  |  |
| Numeracy |  |  |
| Literacy |  |  |
| Digital literacy |  |  |
| Welsh awareness |  |  |

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| **Ref : 2.1.a** **Evidence of Welsh language. Provide any examples using the reference codes below** **E1**-Learning and assessment in English only. **B3**- A small amount of Welsh-medium learning e.g. use of Welsh limited to verbal communication or to a minor part of the learning activity. English only assessment. This code can be used to record situations where some Welsh is used during the learning. Minimum use of incidental Welsh is not sufficient for it to be recorded. There needs to be Welsh language interaction between assessor/lecturer/teacher and learner for it to be a meaningful use of the language. **B2** - A significant amount of Welsh-medium learning e.g. both verbal and written Welsh used in many, but not all, parts of the learning activity. Assessment mainly in English but some may also be in Welsh. **B1** -Learning completed in a bilingual context and at least 50 percent of the available assessments within the learning activity completed through the medium of Welsh. The outcome may be achieved using any appropriate teaching methodology. **C1** -Learning completed in a Welsh-medium context and all of the available assessments within the learning activity completed through the medium of Welsh. **Grade:**  |
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| **Overall Areas of strength:** |
| **Overall areas for Improvement:** |
| **Areas of outstanding practice** (not mandatory)**:**  |
| **CPD Requirements:** |
| **Comments from tutor:** |
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| **TRAINING NEEDS IDENTIFIED**  | **Yes** |  | **No** |  |
| **Please provide details of training needs identified:** |
| **ACTION PLAN** |
| **Actions arising from this observation:** | **By When** | **By Whom** |
|  |  |  |
| **DATE OF NEXT OBSERVATION** |  |
| **Tutor Signature** |  |
| **Observer Signature** |  |
| **Date Agreed** |  |

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| **Judgement**  | **Tick**  | **What the grade means** |
| This grade may be amended after standardisation |
| **Excellent (1)**  |  | Very strong, sustained performance and practice |
| **Good (2)**  |  | Strong features, although minor aspects may require improvement |
| **Adequate and needs improvement (3)**  |  | Strengths outweigh weaknesses, but important aspects require improvement |
| **Unsatisfactory and needs urgent improvement (4)** |  | Important weaknesses outweigh strengths |

***Unsatisfactory Practice***

* *Tutor cannot demonstrate how they have supported the development of skills for any learner in the class.*
* *Literacy or numeracy errors are not identified when marking a learner’s work and there is no evidence that the learner has targets for improvement.*
* *No guidance given to the learner on how they can develop skills.*

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| **Quantifiers**  | **%** |
| Nearly All  | With very few exceptions |
| Most  | 90% or more |
| Many  | 70% or more |
| A majority  | Over 60% |
| Half / Around half  | Close to 50% |
| A minority | Below 40% |
| Few  | Below 20% |
| Very few  | Less than 10% |
| None  | 0 |